Syllabi and Instructional Material in Demography

Edited by

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and

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ASA Resource Materials for Teaching

The ASA Teaching Resource Center encourages the production of course syllabi sets and other instructional materials. There resources are published by the American Sociology Association to advance the teaching of sociology in secondary and higher education.

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Graduate-Level General Courses

Introduction to Population Studies
John Knodel, University of Michigan

Demographic Analysis
Craig St. John, University of Oklahoma

Social Demography
Gordon De Jong, Pennsylvania State University

Graduate-Level Specialized Courses

Migration
Gordon De Jong, Pennsylvania State University

Seminar in Fertility
Esther Wilder, Lehman College, CUNY

Seminar in the Demography of Aging and the Life Course
Robert M. Hauser, University of Wisconsin

Human Mortality
Robert A. Hummer, University of Texas
W. Parker Frisbie, University of Texas

Demographic Techniques for Education Research
David Bills, University of Iowa

Family Demography: Families and Social Change
Suzanne Bianchi, University of Maryland

International Migration
Douglas Massey, University of Pennsylvania

Applied Demography: Planning & Policy
Roger B. Hammer, University of Wisconsin

Available Data Resources

1. General Social Survey, National Opinion Research Center, University of Chicago
5. National Survey of Families and Households, Univ. of Wisconsin, Dept. of Sociology.
8. The Health and Retirement Study, Institute for Social Research, Univ. of Michigan.
9. Mexican Migration Project, Population Center, University of Pennsylvania.
10. Demographic & Behavioral Sciences Branch, NICHD.
13. Inter-University Consortium for Political and Social Research.
14. Murray Research Center, Radcliffe Institute for Advanced Study.
15. Division of Science Resources Studies, National Science Foundation.
19. Schools and Staffing Survey, Education Statistics Services Institute, AIR.
20. Center for Electronic Records, National Archives and Records Administration.
21. American Religion Data Archive, Purdue Univ., Dept. of Sociology & Anthropology.
22. Indicators of Social Justice, American Social Indicators.
24. National Hospital Discharge Survey, Hospital Care Statistics Branch, NCHS.
25. National Nursing Home Survey and National Home and Hospice Care Survey, Long-Term Statistics Branch, NCHS.
27. Mortality Statistics Branch: Mortality Data, National Center for Health Statistics.
28. National Ambulatory Medical Care Survey and National Hospital Ambulatory Medical Care Survey, Ambulatory Care Statistics Branch, NCHS.
29. Data Dissemination Branch, National Center for Health Statistics.
30. National Survey of Family Growth, Reproductive Statistics Branch, NCHS.
31. The National Health Interview Survey, Division of Health Interview Statistics, NCHS.
32. Behavioral Risk Factor Surveillance System, Division of Adult and Community Health, Centers for Disease Control and Prevention.
33. Census Data in the Classroom: The Social Science Data Analysis Network.
34. Public Data Queries, Inc.
37. Integrated Public Use Microdata Series, University of Minnesota, History Department.
39. Other websites with useful data

List of Contributors
Introduction—
Loretta Bass, University of Oklahoma
Rebecca Nees, University of Oklahoma

Teaching Demography

Demography is an interdisciplinary science that draws heavily on sociology. Social demographers make vital contributions to theory, methods, and policy making by pushing the envelope on two fields. The syllabi presented in this volume demonstrate the breadth of demographic training, and how it serves to bridge distinct areas within sociology that have much to offer through synthesis.

This collection first presents course syllabi for undergraduate and graduate courses in demography, and then resources for data used in demographic analysis.

Selection of Materials

Materials for this set were actively recruited. Notices were placed in Footnotes and PAA Affairs, and many faculty were contracted by e-mail in order to bring more diversity to the collection. From this varied resource base, material was selected by the editors for inclusion in this set based upon a number of criteria. We looked for substantive quality, creativity, completeness, pedagogical coherence, innovation, clarity, timeliness, and materials representing a spectrum of approaches and organizational forms. Keeping pace with technology, several syllabi make excellent use of data available on-line or on CD-ROM (i.e. FERRET, SSDAN, ADHEALTH). On the undergraduate level, the course syllabi are introductory in nature with the exception of two courses, one that focuses on social and demographic change in America and a second that focuses on population and the environment. Also included at the undergraduate level are exercises that may be used to supplement the general syllabi. There are three general courses and eight specialized demography courses geared to graduate students.

All materials included have been edited. We chose to eliminate some administrative information from syllabi and assignments to increase the space available. The materials should be viewed then, as excerpts form instructor’s complete work. All errors are ours, all credit the contributors.

Use of this Set

The collections of course materials are distributed by the ASA Teaching Resource Center to promote communication about teaching. Through exploring another’s conceptualization of a course, we can evaluate and redesign our own course offerings. It is in this spirit then, of sharing and promoting individual teaching development, that this collection is offered.
Undergraduate Level
Demography Courses
SOCIAL AND DEMOGRAPHIC CHANGE IN AMERICA  
William H. Frey, University of Michigan

Course Description

This computer-based course will allow participants to investigate how major social, economic, and political changes have affected the demographic structure of the US population in the past four decades. What does this mean for issues related to race, gender and inequality? How do you fit into the picture?

We will address questions such as: How greatly have black-white income differences become reduced since the 1960s? Is the middle class shrinking? To what extent has the traditional family disintegrated? Will women continue to earn less than men? Will Generation X fare better than the Baby Boomers? Through readings, lectures, and exercises on the computer course you will learn how to examine such questions using US. census data and simple statistical analyses. In the process you will come to understand how major dimensions of the nation's social and demographic structure have changed from 1950 to the present.

A basic understanding of the way the population's social and demographic structure changes is becoming increasingly important for addressing a variety of social problems and issues--and for business and government decision making. This is pointed up by the attention that has been given to the post-war "baby boom" cohorts as they have aged through the life course. Some of this attention must be attributed to these cohorts' large sizes.Yet the members of these cohorts also differ sharply from other cohorts on a wide range of societal dimensions. This course will provide you with a useful framework for evaluating how social change becomes transmitted over time. We will employ this framework to evaluate explanations and issues associated with changes in racial inequality, social inequality, marriage and divorce patterns, household structure, women's roles, and industrial restructuring. In computer "team" investigations, you will explore how these changes become transmitted over various elements of society.

Course Requirements

You will be expected to attend class meetings regularly. This is important so that we can hold meaningful discussions and coordinate the computer team investigations. If there are times when you are not able to attend class, please notify the instructor. It is also important that you keep up with the required readings for each topic as we cover it in class. These readings and class discussions will form the basis to examinations: a mid-term examination.

A significant part of this course will be computer investigations, undertaken both in and outside of class. Part of our Monday afternoon class time will be devoted to working with you both individually and in team investigations. The first two investigations will be assigned to you individually and the remaining ones will be undertaken by teams. Team assignments will be graded on a team basis.

Finally, we would like to encourage class participation by course participants. This will involve leaving open class time for discussion of the various required readings, and individual or team presentations of the computer investigations. As part of your participation, we would like you to be on the lookout for newspaper and magazine articles that are relevant to course topics, so that we might discuss them in class.
Course Texts
1. Sociology 231 Coursepack

Course Topics
A. The Structure of Demographic Change
   1. Introduction
   2. The baby boom cohorts
   3. Effects of cohort size
   4. Effects of cohort history
B. Immigration and Ethnic Diversity
C. Changes in Racial Inequality
D. Changes in Income Inequality
E. Marriage, Divorce, and Cohabitation
F. Household Structure and Poverty
G. Changes in Women's Roles
H. Industrial Restructuring and the Labor Force

Course Readings
Note: Readings are in coursepack except as follows
   (ICAS) denotes *Investigating Change in American Society*.

A. The Structure of Demographic Change
   1. Introduction
   2. The baby boom cohort
   ICAS -Topic One (read text and Key Concepts, do not do exercises)
   3. Effects of cohort size
   Ben Wattenberg. "Shrinking Birth Rate Leaves Fewer People to Pick Up Tab." (Newspaper article)
   4. Effects of cohort history


B. Immigration and Ethnic Diversity

C. Changes in Racial Inequality
ICAS -- Topic Two and Four (read text and Key Concepts)

D. Changes in Income Inequality

E. Marriage, Divorce, and Cohabitation
ICAS -Topic Five (Read text and Key Concepts)

F. Household Structure and Poverty
ICAS -Topic Seven and Eight (Read text and Key Concepts).
G. Changes in Women's Roles, Employment Patterns and Earnings
ICAS -Topic six (Read Text and Key Concepts).

H. Industrial Restructuring and the Labor Force
POPIULATION PROBLEMS
Craig St. John, University of Oklahoma

Course objectives
This course is designed to provide students with an introduction to the data, statistics, and substantive issues of demography. The latter include mortality, fertility, migration, population composition, population distribution, population policy and the relationship between population and environment.

Reading materials
There are four books that are required reading for this course. They are available at the University Bookstore. The books are:


Your first reading assignment is chapters 1 and 2 of The Bottom Rung. Read these chapters immediately.

Course requirements
There will be three mid-term exams and a final exam. The final exam will not be comprehensive. The exams will be short answer and essay in format with some occasional calculations. Each exam will count for 20% of your grade. If you must miss an exam you must let me know about it before or on the day of the exam to be allowed to make up the exam. There will be no makeups for the final exam.

The remaining 20% of your grade will be based on daily quizzes and homework assignments. The quizzes will consist of short answers to questions over topics covered in class and in reading assignments or some quick calculations of demographic statistics. The homework assignments usually will involve some calculations of demographic statistics that will take longer than just a few minutes.

Frequently, we will make statistical calculations in class. So, you should bring a calculator to class every day to be prepared. Find a calculator that does squares, square roots, and logarithms. Such a calculator will be able to do any calculations we need to do.
INTRODUCTION TO HUMAN POPULATION
Nancy Riley, Bowdoin College

Course Objectives
This course will introduce students to the study of human populations from a sociological perspective. The course will deal only very superficially with demographic methods and I assume no previous training in statistics. We will begin by examining the processes of population change and then will examine the consequences of population change and on the reasons for demographic change. We will read a number of classic and more recent readings from the population field, as well as some of the central critiques of population research and policies.

Required Books and Readings
The following are available in the college bookstore:
SOC222 Coursepack: Contains nearly all required articles for course.
World Population Data Sheet

Course Requirements and Grading
1. Three short country-focused assignments: worth 5%, 5%, and 15%
2. Two demographic methods assignments: 5% each
3. Three exams: worth 20% (midterm) and 20% (final)
4. Short paper on population policy: 15%
5. Class participation and short assignments: 10%

Schedule and Reading Assignments

Week 1 (30 August): Introductions

Week 2 (4, 6 Sept): Studying Population
Reading:
PRB: World Population Beyond Six Billion
Furedi, Chapters 1,2
Video: Six Billion and Beyond

Week 3 (11,13 Sept): Measuring Population Change
Reading:
Kolata, Chapters 1-3

Week 4 (18, 20 Sept): Mortality Change
Reading:
Kolata, Chapters 4-10

Video: *Influenza 1918*

Week 5 (25, 27 Sept): Measuring and Evaluating Mortality Changes
Reading:

Week 6 (2, 4 Oct): The Social Context of Death and Disease
Reading:
*Scheper-Hughes, Nancy "Lifeboat ethics: Mother love and child death in Northeast Brazil" *Natural History* 98 (10): 8-16.
Trip to cemetery (Time TBA)

Week 7 (11 Oct): Mortality’s Effects
Reading:
Farmer, Paul. 1996. “Social inequalities and emerging infectious diseases,” *Emerging Infectious Diseases*, Oct-Dec96, Vol. 2 Issue 4, p259, 11p. (You can find article (in full-text form) through Academic Search Premier, by going through the H/L Main Webpage. (It’s probably easiest to search by author’s name, and then find the article in the list that he has written).

Video: AIDS in Africa

16 October: Midterm Exam

Week 8 (16,18 Oct): Fertility
Reading:
*Emecheta, The Joys of Motherhood

Reading:

Week 10 (30 Oct, 1 Nov): The Debates over Population Policy: Population and Development
Reading:
*Furedi, chapters 3-6

Week 11 (6, 8 Nov): Population Policy: China and India
Reading:
Video: *Something Like a War*

Week 12 (13,15 Nov): Gendered perspectives
Reading:
*Furedi, Chapter 7

Week 13 (20 Nov): Gender and Population
Reading: *Croll

Week 14: (27,29 Nov): Population Policy Debates, Environment
Reading:
*Furedi, chapter 8,9
*Hardin, Garrett (1968), "The tragedy of the commons," *Science* 162: 1243-48
Video: *Paul Ehrlich and the Population Bomb*

Policy paper due

Week 15 (4,6 Dec): The Future
POPULATION AND SOCIETY
Susan D. Stewart, University of Richmond

Course Rationale*
Whether you realize it or not, demographic processes are constantly influencing your life. What do I mean by demographic processes? I mean patterns of childbearing (fertility), death (mortality), and the geographic movement of human beings (migration), both in this country and around the globe. Demography, also called Population Studies, is the study of human populations in terms of their size, composition, and distribution, and the causes and consequences of changes in these three characteristics. Demography is a fascinating topic because it deals with many questions you may find personally relevant, such as: At what age will I marry? Have children? Will I live with my partner before marriage? What are my chances of divorce? What kind of job will I have? How many times will I move? When will I retire? How long will I live? What will I most likely die of? In sum, nearly all of the major events in your life have demographic implications.

Course Objectives
This course provides you with a basic introduction to the discipline of demography, in terms of its main theories, concepts, measures, and uses. Emphasis is placed on contemporary population issues and their origins, although important past developments will also be examined. Lectures and discussions will often focus on the global situation and we will make frequent comparisons between more developed countries (MDCs) and less developed countries (LDCs). Video material will be used to further illuminate these issues. Another major goal of the course is for you to become an informed consumer of demographic information. Toward that end, you will engage in a semester-long project in which you will learn how to access demographic data, calculate demographic measures, interpret these measures, and evaluate their usefulness. This project will provide you with practical experience using demographic techniques, which can be applied to careers in business, marketing, government, and human services. Demography is one of the more quantitative sub-fields of sociology, but please don’t let this scare you. Students with basic math skills (addition, subtraction, multiplication, and division) should have no trouble. We will work on calculations together in class, and you may work on your assignments in groups, if you wish. I ask that you try to bring a calculator to class each day for this purpose.

Textbook:

Primary Texts (on reserve):
Malthus. (1798). Essay on the Principle of Population (Preface, Chapter 1 & Chapter 2). The full text of this essay can be found at www.ecn.bris.ac.uk/het/malthus/p попу.txt.
Population Bulletins (on reserve):


*Students are also responsible for any video material presented in class.

Course Requirements:
Your final grade is based on class participation, a semester-long project, 2 mid-semester exams, and the final exam*:

Class Participation 10%
Project 40%
Midterm 25%
Final 25%
Total 100%
*No extra credit is available.

Class Participation:
Open, objective discussion and debate is vital for a thorough understanding of the material. You are expected to be present and actively participate in this class. Weekly reading assignments are listed in the course outline. You should be prepared every day to participate in a discussion of the reading. Thus, read each assigned chapter(s) before class. I will chart your daily involvement in classroom activities in the following manner:

A Excellent: Insightful contributions reflecting close reading
B Good: Useful contributions that help advance the discussion
C Average: Contributions that are superficial and/or perfunctory
D Below Average: Unhelpful contributions and/or minimal participation
F Failure: Contributions that indicate a failure to read; no participation

Project:
You will complete an eight-part research project in this course, designed to provide you with practical experience working with demographic data. The project is a “Demographic Profile” of one state in the United States, and is worth 40% of your final grade (each component is worth 5% of your final grade). Throughout the semester, each student will prepare a profile of a state of their choosing. I will conduct a parallel analysis of the U.S. as a whole for the purposes of comparison. This project will be completed, and graded, in stages. Refer to “Stewart Grading Criteria for SOC 315 Demographic Profile” for information on grading standards. Your demographic profile will include the following components (detailed instructions and grading standards will follow):

- Introduction and background
- Basic measures of mortality
- Basic measures of fertility
- Basic measures of migration
- Population pyramid
- GIS exercise
- Your state’s environment
- Population policy

You will need data from two primary demographic resources to complete your project: (1) The U.S. Census Bureau (www.census.gov), and (2) The National Center for Health Statistics (www.cdc.gov/nchs) and knowledge of Excel will be required. Most of what you will need to complete your project is now available on-line. However, because we are in somewhat of a technological transition period, you may need to consult the printed materials or CD-ROMs in the Government Documents section of Boatwright library. Although we will aim to use the most up-to-date population figures for our calculations, doing so depends on the release of Census 2000 and NCHS data. Be prepared for some degree of frustration—you may not always find the exact piece of information you are looking for. Above all else, demography is a creative endeavor—demographers are famous for their assumptions. Your work should reflect this. However, don’t struggle so long that you give up. See me, or Keith Weimer (Government Information Librarian), for assistance when you run out of ideas of where to look.

A note on due dates: Projects will be collected at the beginning of the class period the date they are due. Projects are penalized one full letter grade per day late, and projects will not be accepted more than 3 days late.
Course Objectives

Sociology 110 provides an introduction to the sociological study of population, with special emphasis on the economic and environmental consequences of population growth and redistribution. The materials in this course encompass both historical and contemporary patterns of demographic change in developing and developed countries. We will focus on several major issues (the consequences of population growth; family planning policies and mechanisms of fertility control; population aging; migration in an international context) and more generally on the ways in which demographic processes are linked to a variety of social, economic, environmental, and political conditions.

This course includes a modest amount of technical material dealing with demographic measurement and requires the use of quantitative reasoning. You are expected to master a variety of demographic techniques and to develop an understanding of the demographic perspective as it relates to social structure and population change. You will also be expected to develop a critical perspective on why certain aspects of population are considered problems and why individuals, particularly social scientists, disagree on the extent or nature of these problems.

Required Texts and Readings

The following books can be purchased at the college bookstore:


You will also need the packet of required readings.

Some useful web sites for the study of population (I will refer to these web sites in class):

- American Demographics (magazine)
  http://www.demographics.com/
- International Institute for Sustainable Development (IISD, Canada)
  http://www.iisd.ca/linkages/
- Internet Guide to Demography and Population Studies (Australia)
- Population Council (New York, USA)
  http://www.popcouncil.org/
- Population Index (Princeton University, USA)
  http://popindex.princeton.edu/
- Population Reference Bureau (Washington, DC, USA)
Course Requirements:

Attendance and class participation (15%)
Regular attendance and participation in class discussions are required for successful completion of this course. It is very important that you come to class having completed the assigned readings for the week. Your participation will be judged on: (1) your ability to respond to questions raised in the lectures and to demonstrate your understanding of the course readings and materials; (2) your ability to critically evaluate and synthesize the course readings; (3) your ability to listen to, and respond relevantly to, the comments of other students in the course. In addition to the lectures, there will also be an electronic discussion board for this course. The bulletin board will provide those students who are shy about speaking in class with the opportunity to more fully participate and demonstrate their understanding of the course materials.

Population exercises (25%)
There will be five techniques exercises that will require you to work with the U.S. Census, Vital Statistics, and internet-accessible data from other sources. The exercises will also require you to critically respond to the course readings and to work with spreadsheet software to analyze demographic data. Each assignment should be approximate 3 to 4 pages in length.

Term paper (30%)
The term paper for this course will require you to bring together the course readings and develop a critical perspective about the consequences of population growth. In your term paper you should critically review the evidence put forward on the linkages between population growth and demographic change (e.g. environmental effects, food supply, population aging, etc.). Your paper should not attempt to address every single argument that has been made, but should instead reflect a critical analysis of several of the key concerns that have been raised throughout the semester. The term paper will be described in more detail in a separate hand-out.

Examinations (30%)
There will be two examinations in this course. The examinations will cover all class materials--lectures, readings (including those not discussed directly in class), films and/or guest speakers. Review sheets will be provided. The exams will be a combination of essay questions and techniques problems. The final examination will be comprehensive.

Topics and Readings For Each Week
**Unit 1  (August 21, 23, 28) Introduction to the Course: What is the Sociological Study of Population?**  NOTE: For this unit, the readings should be completed by August 23.

Readings:
- El Nasser, Haya. 1996. "Demographers' Domain: Everything About Us: Data Driven Expertise is Suddenly Very 'In.'" *USA Today* (February 6). Pg. 8A.

**Unit 2  (August 30, September 4) World Population Trends & Sources of Demographic Data**

Readings:

**Unit 3  (September 6, 11) Early Theoretical Perspectives on Population Growth**

Readings:

**Unit 4  (September 13, 18) Fertility Concepts and Measurement**

Readings:

**Unit 5  (September 20, 25, 27) Explanations of Fertility Change**

Readings:

Unit 6 (October 2, 4) Son Preferences and Fertility Policies: Examples from Asia
Readings:

Unit 7 (October 9, 11) Mortality, Morbidity, and the AIDS Pandemic
Readings:

Unit 8 (October 16, 18) Migration and Population Redistribution
Readings:

Unit 9 (October 23, 25, 30) Age and Sex Structure
Readings:

**Unit 10 (November 6, 8) Population, Carrying Capacity and the Environment**
Readings:

**Unit 11 (November 13, 15) Population and Food Supply**
Readings:

**Unit 12 (November 20, 27, 29) Gender & Environmental Challenges in the Devp’g World**
Readings:

Unit 13 (December 4, 6) Local Population Pressures and Environmental Degradation
Readings:

Unit 14 (December 11, 13) Human "Caring Capacity" and Future Directions
Readings:
Population and the Environment
John R. Weeks, San Diego State University

Course Objectives:

The purpose of this course is to understand the causes and consequences of population growth at
the global, national, regional, and local level, focusing especially on the interrelationships among
and between population size, growth, and distribution and the natural and built environments.
The major goal of the course is to offer insight into why and how populations grow, and where
and under what conditions population growth has positive and negative consequences. This
requires that we understand the interaction of mortality, fertility, migration, population structure,
and population characteristics. All of these factors will be considered within the context of
cultural change and economic development. The course will include a review and analysis of
national, regional, and global policies for dealing with population growth, environmental change,
and the rise in affluence and control over nature that has led to both phenomena.

Required Texts:

John R. Weeks, Population: An Introduction to Concepts and Issues, Eighth Edition (Belmont;
CA: Wadsworth), 2002; and

K. Bruce Newbold, Six Billion Plus: Population Issues in the Twenty-First Century (Lanham,
MD: Rowman & Littlefield), 2002

In addition, there will be required readings that will be downloaded (or at least read) over the
internet. These include:

Frank Hobbs and Nicole Stoops, Demographic Trends in the 20th Century, Census 2000 Special
Reports (U.S. Census Bureau), 2002: http://www.census.gov/prod/2002pubs/censr-4.pdf, and

Mark R. Montgomery, Richard Stren, Barney Cohen, and Holly E. Reed, Editors, Cities
Transformed: Demographic Change and Its Implications in the Developing World (Washington,
DC: Panel on Urban Population Dynamics, National Research Council), 2003:
http://www.nap.edu/catalog/10693.html

Important Note: You will need to have access to the Internet to complete parts of each of the
assignments in this course, as well as to access some of the required readings. It is obviously
preferable that you have your own account, but at a minimum you need to know someone with an
account who will give you access several times during the semester. There is access through the
Library and other places on campus, but there is a lot of competition for those resources.
**Grading:**

A **Midterm Exam** that will count for 20 percent of your grade. It will be a combination of multiple-choice and essay questions. Review questions will be handed out prior to the exam. Note that there is *no* makeup exam. If you have a valid excuse for missing the midterm exam, the weight of the missed exam will be added to the final exam.

A **Take-Home Final Exam** that will count for 25 percent of your grade. It will be comprehensive in nature. It will be handed out on the last day of class and will be due one week later during final exam week (see the Course Calendar).

A **Set of 3 Assignments**, incorporating the use of the Internet and the World Population Data Sheet. Each assignment will be worth 5 percent of your grade; so all 3 combined will count for 15 percent of your grade in the class.

A **Term Project** that will involve your choosing between one of the two options listed at the end of this syllabus. You will need to let me know what you are going to do by the 22nd of September. On that date you will be required to turn in to me a one-to-two paragraph proposal for your project. The term project will count for 30 percent of your grade.

**Class Participation** will count for 10 percent of your grade. This means that I expect that you will attend class and participate mentally, even if not necessarily verbally.

Note that while the requirements are the same for graduate and undergraduate students, I will hold graduate students to a higher standard for grading purposes on each of the class assignments.

**Course Calendar:**

**Week 1:** No Class-Labor Day

**Week 2:**

**Topics:**
Introduction to the class
Overview of the world’s population problems—where are we and how did we get here

**Readings:**
- Weeks Preface, 1
- Newbold Introduction

**Video:** Population Growth

**Week 3:**

**Topics:**
- Overview of population problems, continued
- Overview of the interaction of population growth and environmental change
- Demographic data and resources—how do we know what we know
- Overview of Census 2000 in US and Mexico

**Readings:**
- Skim Weeks 12
- Weeks 2
Week 4:
Topics:
   Demographic resources, continued
   Site visit to Government Publications section of the University Library

Week 5:
Topics:
   Perspectives on population—boomsters and doomsters
   Paul Ehrlich
Readings:
   Weeks 3
Video: Paul Ehrlich

Week 6:
Topics:
   Mortality decline—the cause of world population growth (the epidemiological transition)
Readings:
   Weeks 4
   Newbold 2,3
   http://books.nap.edu/books/0309088623/html/264.html#pagetop, Ch 7, “Mortality and Morbidity—Is City Life Good for Your Health?”

Week 7:
Topics:
   The fertility transition
   Are we coming to the end of the fertility transition?
Readings:
   Weeks 6
   Newbold 1
   http://books.nap.edu/books/0309088623/html/203.html, Ch 6, “Fertility and Reproductive Health”

Week 8: Midterm Exam

Week 9:
Topics:
   Migration
Readings:
   Weeks 7
   Newbold 4,5
Week 10:
Topics:
   Age and sex structure (the age transition)
Readings:
   Weeks 8

Week 11:
Topics:
   Population aging
   Family demography and life chances—is society really going to hell in a hand basket?
Readings:
   Weeks 9, 10

Week 12:
Topics:
   Urban transition
Readings:
   Weeks 11

Week 13:
Topics:
   Population growth and economic development—how many of us can live well?
   Population and the environment
Readings:
   Weeks 12
   http://books.nap.edu/books/0309088623/html/304.html, Ch 8, “The Urban Economy Transformed”

Week 14:
Topics:
   Population growth and the environment, continued
   Roundtable discussion on sustainability
Readings:
   Newbold 6

Week 15:
Topics:
   Policy issues—prescriptions for avoiding disaster
   China’s set of population policies
Readings:
   Weeks 13
   Newbold 7, Conclusion

Term Paper Options
You have two options for your term project: (1) a family demographic history; or (2) a demographic profile. Each option is described in detail below.

Regardless of the type of term paper you choose, the task is the same--to produce a 12-15 page paper that includes an introduction, a review of the literature, a discussion of your data and methods, a discussion of your findings, and a summary and conclusion. Use footnotes as necessary and provide citations to all literature and provide a list of references at the end of the paper (the footnotes and references are not included in the 12-15 pages. Use tables, graphs and maps as appropriate to illustrate your points. I encourage you to incorporate GIS into your paper.

(1) Family Demographic History
This project is a variation on the theme of tracing one's roots, which is a form of family reconstitution long familiar to historical demographers, but now a booming business, especially on the internet. The twist in this project is that you are charged with the task of placing your own family's demographic behavior in the context of the broader demographic and social trends taking place over time. If you decide to choose this, you should begin to gather information immediately from your family, assuming that you do not have it in your possession. Note that I am not requiring you to do a complete history of all sides of your family. Choose one branch for which you have the greatest of data, and focus on that group of people. Several good websites exist to help you out with this project, including the following:

http://www.ancestry.com/
http://www.familytreemaker.com/
http://www.mytrees.com/

The minimum information required for this project includes:

- date and place of birth for as many family members as possible
- date of marriage for as many family members as possible
- date and place of death for as many family members as possible
- date and place of migration for as many family members as possible

Plus, you will want to do some mapping of where your family has lived and migrated. You can do this in ArcGIS or ArcView. You may have Microsoft Encarta or other Atlases on your computer. Of course, you can always photocopy paper maps. Obviously, the more information that is available about places of residence, occupation, education, and related information, the more detailed the analysis can be.

The objectives of this project are to:

become aware of how one's own family fits into, contributes to, and is affected by, prevailing demographic conditions;

analyze trends over time in the survival of family members;

examine trends in family size;

examine patterns of migration; and

examine patterns of marriage, education, and occupational changes.
Your assignment is to write a 12-15 page paper (typed, double-spaced) using the questions that follow as guidelines. It is not necessary for you to address every question I have raised. Some may be unanswerable or irrelevant for your family and you may think of others that seem better. In deciding which issues to focus upon, use your own judgment or consult with me. The guidelines for organizing your family demographic history in conjunction with the reading in Weeks, Population, Eighth Edition, are as follows:

**Chapters 1 and 2** Begin organizing all of the demographic information available for your family. Using index cards or other tools (a computer spreadsheet program is especially useful), arrange your data according to the three population processes and population characteristics. What were the major demographic trends taking place during the times and places in which your family was located historically (including up to the present)? Determine the basic levels of fertility, mortality, and migration with which you will be comparing your family's experience.

**Chapter 3** Since a major goal of this project is to relate the demographic events in your family with those that were taking place in the wider social context, you should begin to develop your own demographic perspective that will help you to organize your material in a meaningful historical pattern.

**Chapter 4** Calculate the average age at death and the distribution of death by age and sex for people in each successive time period. For example, what was the pattern of mortality in the family during the 1900-24 period compared to the 1950-74 period? Are there any discernible differences by geographic location or socioeconomic differences among family members? What were the known or probable causes of death in each generation? Discuss how family life was, or might have been, influenced in each generation by the mortality levels prevailing at the time.

**Chapter 5** What have been the levels of childbearing in each successive generation in your family? Is there any evidence of subfecundity or infecundity? Any evidence of deliberate control of fertility and any family knowledge (even gossip) about means of birth control? When did people marry? Were there divorces or deaths that would have interrupted childbearing?

**Chapter 6** What stories exist within the family about the desire for particular numbers of children? What might have been the motivations for the specific numbers of children born to particular family members? Were people just following the fads? Was there ambivalence? To which of the various theories of the fertility transition does your family seem to conform?

**Chapter 7** Can the family be traced back to a place of origin other than the United States? If so, what were the characteristics of those international migrants? Where were they from? Where did they go? Why did they migrate? Has there been internal migration in the family? If so, from and to where, and what were the characteristics of those who moved compared to those who did not move? Can you speculate on the reasons for people moving or not moving?

**Chapter 8** Pick a date, such as April 1, 2000 (or any census date will do) and determine the sex and age of all people alive on that date in your family. Construct an age pyramid. Then choose an earlier date (perhaps 30 or 40 years earlier) and construct another age pyramid. Compare the
two family pyramids with one another, and compare each with population pyramids from the census data for the same years. Discuss the reasons for differences and similarities.

**Chapter 9** Do you come from a long-lived family or from one with some other identifiable pattern of death by age and/or sex? What are the sociodemographic characteristics of older family members compared with younger ones? If possible, interview an older family member to find out his or her attitudes about old age, and feelings about work, retirement, and activities.

**Chapter 10** Review the different levels of education, occupation, and (if available) income within each generation in the family. Has there been upward social mobility within the family? Have there been changes in religion? Intermarriage in the family? Compare your life chances, and those of family members, with the U.S. averages at the appropriate dates. What are your own experiences with diverse household living arrangements? What changes have occurred over the generations in terms of family structure? What are your perceptions of the role of women in your own family in each generation? Who was, or is, the most likely person to have altered family attitudes about the status of women? Is there any apparent relationship in the family between attitudes about the roles of women and the number of children that family members were having?

**Chapter 11** Does your family have a history of rural or urban living? What are your own preferences? Do you prefer suburban to central city living? Would you prefer to live in the exurbs, rather than the suburbs? What is your perception of crowded? Have you ever felt that way in a living situation? Has your family participated in any of the major patterns of rural-urban-suburban migration?

**Chapter 12** Has your family generally experienced economic development over time? Can you relate the changes in family well-being to reproductive patterns? Did the number of children born into the family decline during the Great Depression, rise again during the Baby Boom, and then slack off after that? Has your family contributed to environmental degradation and/or environmental preservation or conservation? Describe the circumstances. Has your family always been adequately fed, as nearly as you can tell? Do you grow any of your own food? Have you ever given much thought to the origin of your personal food supply? To its nutritional value? To its possible carcinogenic properties? What would be your reaction to a diet that included 50 percent less meat than you currently eat?

**Chapter 13** Have any members of your family ever been concerned about population growth? If so, describe the person and the concern. What do you advocate as a population policy that would best meet the needs of the world in the future? Do you think your ideas are different from most of your family members’? Why or why not? Are you personally in favor of family planning? Why or why not?

**Chapter 14** How would you describe your family in terms of its consumer habits? What would be the best marketing strategy to appeal to your current family members, given their particular demographic characteristics? Are you personally aware of advertising that is aimed at people who share your population characteristics? Give examples.

**Summary** Summarize the comparison of your family's demographic history with the demographic events occurring in the broader social context of each generation as your family
flowed through time. Were your family members demographic conformists, pioneers, or nonconformists? How did they fit into the Depression-era cohorts, the Baby Boom Cohorts, and the Baby Bust and Baby Boomlet cohorts? What do you expect to be your own vital statistics—age at marriage, number of children ever born, migration pattern, education, occupation, income, and age at and cause of death?

(2) Demographic Profile
Pick a country (not the United States) that you are interested in or familiar with. For ideas, consult your Population Reference Bureau "World Population Data Sheet" or visit the International Database of the U.S. Bureau of the Census at: http://www.census.gov/ipc/www. It is important for you to choose a country as soon as possible so that you can begin searching for data sources. To produce an effective profile, the following data should be available for two different dates:
--total population by age and sex
--births by age of mother
--deaths by age and sex
--percent of the population living in cities

These data are most accessible in the United Nations Demographic Yearbooks in the library. Some of the data can be accessed electronically: http://twig.sdsu.edu/demoybk/.

Plus, you will want to do some mapping of the region that you are studying. You can do this in ArcGIS or ArcView, or you may use Microsoft Encarta or other Atlases on your computer. Of course, you can always photocopy paper maps.

The objectives of the project are to:
--build a demographic profile of a particular country;
--analyze changes over time in the demography of the country under study;
--relate demographic changes to broader social changes that are occurring in that country;
--attempt to develop a viable, culturally relevant population policy for that country; & (optionally)
--compare that demographic profile with another country such as the United States.

Your assignment is to write a 12-15 page (typed, double-spaced) paper using the questions below as guidelines. It is not necessary for you to address every question I have raised. Some may be unanswerable or irrelevant for your country and you may think of others that seem better. In deciding which issues to focus upon, use your own judgment or consult with me. The guidelines for organizing your demographic profile in conjunction with the reading in Weeks, Population, Eighth Edition, are as follows:

Chapter 1  Describe the history of population growth over time, leading to the current demographic situation. What is the current population, and how has the population grown over time? What is the current rate of growth? And what is the implied doubling time? What are the crude birth and death rates, the rate of natural increase, the incidence of internal migration, and the rate of international in- or out-migration?
Chapter 2 Discuss the sources of data available for your country, including census data, vital registration data, and survey data (if it is a developing country see if any data are available from the Demographic Health Surveys: http://www.measuredhs.com), and look for data in the UN Demographic Yearbooks. Search the internet for country-specific sites that link to the census/statistical agencies for that country.

Chapter 3 Do some research on the prevailing political philosophy of your chosen country. Would this philosophy come closest to Malthus, Marx, or someone (or something) else? Where is this nation in terms of the several parts of the demographic transition? Has the timing of demographic events been consistent with the transition perspective? Are rates of natural increase high in rural areas? Is there evidence of rapid rural-to-urban migration that might be consistent with the perspective of demographic change and response?

Chapter 4 Find as much information as possible about mortality--age/sex-specific mortality rates, life expectancy, and deaths by cause--for at least two different dates. Compare the data. What are the mortality trends? Two sources you might consult for information, if you cannot find official government publications, are:

http://www.census.gov/ipc/www and/or
http://www.who.int/whosis/ as well as

Given the prevailing cultural norms, what is the likely rank-ordering of "real" causes of death, compared to those given in the vital statistics?

Chapter 5. Using survey data (such as http://www.measuredhs.com/ or http://www.cyberschoolbus.un.org/infonation/index.asp or any other available source investigate how each of the intermediate variables seems to operate to influence fertility levels (some of this information may be gleaned from tables in the World Bank's annual World Development Report--see http://www.worldbank.org/data/). Find or calculate as many of the different measures of fertility as possible for at least two different dates (the U.S. Bureau of the Census's International Database is particularly useful for this: http://www.census.gov/ipc/www). What changes have been occurring over time? Do different measures of fertility yield somewhat different interpretations of trends?

Chapter 6 Referring again to the data you found above (related to Chapter 5), draw as many conclusions as you can about the probable underlying motivations for the observed fertility levels and trends over time. Which theories of the fertility transition seem to best explain the data that you have acquired for this country? You may wish to do a literature review on fertility in that country by visiting the Population Index online at: http://popindex.princeton.edu/.

Chapter 7 What are the patterns of internal migration, especially rural-to-urban migration? What are the patterns of migration from or to other countries? Are there any studies available relating
migration to other demographic (such as fertility) or socioeconomic (such as labor force participation) variables? Are the data available to calculate migration rates by age and/or to calculate the migration ratio? Which of the various theories of migration seem best able to explain patterns of migration within, to, and/or from this country? A good resource for information is Migration News, which is online at: \textit{http://migration.ucdavis.edu}.

\textbf{Chapter 8} Construct age/sex pyramids for two different dates (go to: \textit{http://www.census.gov/ipc/www/idbpyr.html}), and for urban and rural populations, if such data are available. If such data are available, they will be published in the United Nations \textit{Demographic Yearbook} and should be available on the International Database of the U.S. Bureau of the Census: \textit{http://www.census.gov/ipc/www}. Also calculate the average age and the dependency ratio for those two dates. "Read" the age structure, discussing the implied history of population growth, and the implications for the future of the current cohort structure.

\textbf{Chapter 9} What is the number and proportion of older people in the population, and how have those figures been changing over time? How are older people treated? Are there differences in sociodemographic characteristics between the young and old in society that would suggest a source of future social change as new cohorts flow into the older ages? What is the sex ratio at the older ages, and how do you account for it?

\textbf{Chapter 10} Describe the trends over time in family and household structure. Are they related to changes in age at marriage and/or to changes in gender roles? How do the population characteristics of women compare with those of men? Have there been recent changes in education and labor force participation, for example, that might suggest a rise in the status of women? Note that most of these data will probably have to come from a source such as the United Nations \textit{Demographic Yearbook}. Has fertility yet been affected by the status of women? What evidence can you bring to bear on that question? Are husbands typically several years older than their wives? What are the implications of such findings?

\textbf{Chapter 11} What have been the changes between two recent dates in the sizes of the rural and urban populations? Are data available on rural and urban differences in rates of natural increase? What are the long-run historical changes in the percent urban? Do urban places tend to have relatively high or low population densities? What is the density of the rural population? Search the internet (start with the Alexandria Digital Library, listed above) to see if there are any satellite images or aerial photographs of the urban and rural areas of the country, so that you can visually contrast the differences. Are there any studies available of rural or village life, with which you can contrast the human condition in the cities?

\textbf{Chapter 12} Using resources such as the United Nations \textit{Yearbook of National Accounts Statistics} or the World Bank's most recent \textit{World Development Report} (\textit{http://www.worldbank.org/data/}), estimate the level of economic development and assess changes over time for the same dates for which you have demographic data. Are there any discernible trends in the relationship between population changes and economic changes in the country? What is the government position with respect to economic development and population growth? Can you assess the influence of the current age/sex structure on the future development prospects? Using a resource such as the World Bank \textit{World Development Report} to evaluate the likely environmental impact of
population growth in this country. Describe the specific kinds of environmental changes known to have occurred during at least the last 10 years. Using the United Nations Food and Agricultural Organization's *Production Yearbook* ([http://www.fao.org](http://www.fao.org)), determine the level of food production, and trends over time. What are the principal products grown? What are the levels of imports and exports of major agricultural products? Has per person production been increasing? Has the number of tractors been increasing? Has the use of fertilizers, pesticides, and other concomitants of the Green Revolution been increasing over time? Has the amount of arable land been increasing or decreasing? Has the acreage devoted to forest been declining or increasing?

**Chapter 13** Place yourself in the role of prime minister of this country. What would be your desired social and economic goals, and what kind of population policy would most likely help to achieve that goal or set of goals? Is this the same as or different than the population policy (if any) currently being pursued? For the latest information on national population policies go to: [http://www.un.org/esa/population/publications/npp2001/doc/AboutNPP.htm](http://www.un.org/esa/population/publications/npp2001/doc/AboutNPP.htm). (Note that this will involve downloading files onto your computer.)

**Chapter 14** Focus on health and education planning. Given the population projections for the country, what kinds of health and educational resources must be planned for during the next 10 or 20 years? Since data are most apt to be available to you from United Nations sources, go to: [http://www.cyberschoolbus.un.org/infonation/index.asp](http://www.cyberschoolbus.un.org/infonation/index.asp). What might be the social, economic, and demographic consequences of failing to provide adequate personnel and facilities to meet the health and education needs of the population?

**Summary** Summarize your findings and draw whatever you think are the important conclusions regarding the demographic future of the country you have profiled.
Undergraduate Demography Exercises
STATE DEMOGRAPHIC PROFILE  
Susan D. Stewart, University of Richmond

Purpose:

The goal of this assignment is for you to get acquainted with the basic demography of your chosen state, in terms of the “static” variables (size, composition, distribution). This exercise will help you to put the demographic measures you calculate in future projects into their proper historical context, aid in your interpretation of these measures, and provide you with clues about future trends. This project is the first component of a semester long demographic profile of a state in the United States.

The ‘Introduction and Background’ section of your paper should be approximately 3-4 pages long (not counting tables, maps, charts, etc.). If appropriate, create tables using Excel to present your demographic data, and refer to any tables (ones you have created or downloaded) in the text as you discuss them. Be sure to cite all sources of information, and list these sources in a References section at the end of your paper, including web addresses (use APA style). Drawing comparisons to national figures (if available) will help you interpret your data.

When preparing your Introduction and Background section, consider including the following:
Brief history of your state  
Location and geography (you may include maps)  
Population size  
Population distribution and density (Where is the population of your state concentrated? Is your state predominantly urban, rural?)  
Population composition (race/ethnicity, median age, etc.)  
Main industries, labor force, employment information  
Measures of well-being (poverty rate, unemployment rate, literacy, % single-mother families, etc.)  
Other (whatever else you find interesting to report)

The following information is also required (retain data in an Excel spreadsheet for use):
Population in five-year age groups, by sex and race/ethnicity (white vs. minority group of your choice)

10 steps for obtaining census data for your state (buttons to click are in bold):
Go to homepage of U.S. Census Bureau (www.census.gov)  
Click on Census 2000  
Go to Census 2000 Data Releases and Click on Summary File 1  
Scroll down and click on detailed tables  
Choose selection method list  
Select state for type of area  
Select your state for one or more geographic areas  
Click Add
Click **Next**
For search click **Show all tables**
Select **Sex by Age (Total Population)**
Select **Sex by Age (White Alone, Not Hispanic or Latino)**
Select **Sex by Age (whatever is your most meaningful minority group)**
Click **Add**
Click **Show Table**
Go to Print/Download and click **Download**
Format will default to comma delimited-spreadsheet format, click **OK** *(open to current location or save to disk)* to view results in an Excel spreadsheet)
MEASURES OF MORTALITY
Susan D. Stewart, University of Richmond

Purpose:
The goal of this assignment is for you to calculate, interpret, and evaluate basic demographic measures of mortality. Because we are in transition period (i.e., 2000 death data is not yet available), certain assumptions must be made. Foremost, we will assume that the number of deaths in the U.S. is relatively stable from year to year. Thus we will use 1997-1999 deaths (the most recent mortality data available) as rough estimates of the number of deaths in 2000. This project is the second component of a semester long demographic profile of a state in the United States.

Data Needs*:
1997-1999 Vital Statistics Data (deaths/births)
1997-1999 Deaths in 10-year age groups, by sex (male/female) and race/ethnicity (white/minority)
1997-1999 Total deaths by cause by sex (male/female) and race/ethnicity (white/minority)
1997 Total infant deaths (under 1 year), by race (white/black)
1997 Total births, by race (white/black)

2000 Census Data (population)
Population in 10-year age groups, by sex (male/female) and race/ethnicity (white/minority)
*All data pertain to your assigned state. 10-year age groups include 25-44, 45-54, 55-64, 65-74, 65-84, 85+. See attached instructions to download your data.

Instructions:
Calculate the following rates (to 3 decimal places) and answer the accompanying questions. Show all data and calculations.

Calculate the Crude Death Rate (CDR) for the white and minority populations of your state. Interpret these rates. What do the data suggest about your minority versus Whites’ risk of death?

In an Excel spreadsheet (hand in to me), calculate Age Specific Death Rates (ASDRs) by race/ethnicity and sex for your state (i.e., white males, white females, minority males, minority females). Interpret these rates. What patterns do you observe? If the CDR you calculated above lead you to a different conclusion with respect to a race differential, how do you account for these findings?

Calculate the Infant Mortality Rate (IMR) for Whites and Blacks in your state. Interpret these rates. What racial differences do you observe? Can you speculate as to some potential factors that may help explain these results?
In an Excel spreadsheet (hand in to me), calculate the **Cause Specific Death Rate** for the White and the minority population of your state, by sex (male and female), for heart disease (Diseases of the heart), cancer (Malignant neoplasms, all), stroke (Cerebrovascular diseases), motor vehicle accidents, homicide, suicide, and other causes of your choice.** Interpret these rates. What race differentials in these causes of death do you observe? What is the difference between endogenous and exogenous causes of death? Which of the causes listed above are endogenous and which are exogenous?**

**Use 100,000 as your constant (k) rather than 1,000.

**Instructions For Downloading Data From the NCHS Website:**

Deaths in 10-year age groups and deaths by cause:
Go to the National Center for Health Statistics (NCHS) website (www.cdc.gov/nchs)
Click on **Tabulated State Data**, then **Healthy Women: State Trends in Health and Mortality**
The “Overview” will give to a link to the Beyond 20/20 Browser. Click on **browser
download** the Browser
Click **open** when you get to the question, “Would you like to open the file or save it to your computer?”
Click **next** when you get to the InstallShield® Wizard, license agreement (accept), and customer information, and complete set-up.
Click **install** and then **finish**
Click on **tables** and then **Mortality tables**
Select **Cause Specific Mortality**
Click on the “eye” icon for Cause specific mortality
Open the program **from its current location**
Use arrow keys on either side of the window to select your desired categories (underlined in blue): Age (no change), State (your state), Sex (men/women), Race (White/Minority), Year (1997-1999), Cause of Death (no change), Mortality (Count)
Once you have your desired settings, save each as an Excel Worksheet with the following names:
Deaths by Age (White Males), Deaths by Age (White Females), Deaths by Age (Minority Males), and Deaths by Age (Minority Females). Save to your desktop or a floppy/zip disk.
Create one new Excel spreadsheet for your data, with 10-year age groups (25-85+) in the first column, followed by columns for White Males, White Females, Minority Males, Minority Females. **(All causes)**
Because counts comprise 3 years of data (1997-1999), **divide all figures by 3.**
Use **All (2000-Adjusted)** figures for calculation of the CDRs and CSDRs, not the total of your 10-year age groups (because these do not include persons under 25)

1997 infant deaths, by race
Go to the National Center for Health Statistics (NCHS) website (www.cdc.gov/nchs)
Click on **Tabulated State Data**, then **Deaths**
Scroll down to **GMIII_1_97** (627 pages)
Click **View/Download PDF** (directly underneath)
Copy down the number of deaths under age 1 from all causes for your state, for **Blacks** and **Whites** (males and females are recorded separately, you must add these together)
1997 births, by race
Go to the National Center for Health Statistics (NCHS) website (www.cdc.gov/nchs)
Click on Tabulated State Data, then Births
Go to Statistical Tables on Births, and click on the link to Tables from Vital Statistics of the U.S., 1997, Part I, Natality
Click View/Download PDF (directly underneath)
Copy down the total number of births for your state, for Black and Whites
Save this PDF file on a disk for later use
MEASURES OF FERTILITY
Susan D. Stewart, University of Richmond

Purpose:

The goal of this assignment is for you to calculate, interpret, and evaluate basic demographic measures of fertility. Because we are in transition period (i.e., 2000 birth data is not yet available), certain assumptions must be made. Foremost, we will assume that the number of births in the U.S. is relatively stable from year to year. Thus we will use 1997 births (the most recent natality data available) as rough estimates of the number of births in 2000. This project is the third component of a semester long demographic profile of a state in the United States.

Data Needs:

1997 Vital Statistics Data
Total births, by race/ethnicity (white/minority)
Births in five-year age groups by race (white/minority)

Note: Include births to women under age 15 in 15-19 category, and births to women age 45+ in 40-44 category.

2000 Census Data
Total population, by race/ethnicity (white/minority group)
Female population age 15 to 44 in five-year age groups, by race/ethnicity (white/minority group)
Population aged 0-4, by race/ethnicity (white/minority group)

Instructions:

Calculate the following rates (to 3 decimal places) and answer the accompanying questions. Include all your data and show your calculations.

Calculate the Crude Birth Rate (CBR) for the white and minority populations of your state. Interpret these rates. What do the data suggest about the fertility of these two groups?

Calculate the General Fertility Rate (GFR) for the white and minority populations of your state. Interpret these rates. What is the main advantage of the GFR over the CBR? Does this advantage make any difference with respect to your interpretation of the fertility of whites versus minority women?

Calculate the Child-Woman Ratio (CWR) for the white and minority populations of your state. Interpret these rates. In what situation might you choose to use the CWR rather than the GFR? What limitations do you see with the CWR? Are any of these limitations apparent from your data?
In an Excel spreadsheet, calculate **Age Specific Fertility Rates** (ASFRs) by race/ethnicity (white/minority group) for your state. Interpret these rates. Compare the ASFRs of whites to your minority group. What age differences do you observe in the fertility patterns of these two groups of women?

Calculate the **Total Fertility Rate** (TFR) for the white and minority populations of your state. Interpret each of these rates. What are the major assumptions of this rate? Do you think these are safe assumptions for these two groups of women? Why or why not?

**Directions for obtaining 1997 births, by race/ethnicity:**

Go to the National Center for Health Statistics (NCHS) website (www.cdc.gov/nchs)
Click on *Tabulated State Data*, then *Births*
Go to Statistical Tables on Births, and click on the link to *Tables from Vital Statistics of the U.S., 1997, Part I, Natality*
Click *View/Download PDF* (directly underneath)
Save this PDF file on a disk or print-out a copy (or copy down the figures you need)
Purpose and Instructions:

For this exercise, pretend you are a policy maker in charge of formulating an official population policy for your state. First, on the basis of your previous exercises, review the current demographic situation in your state. Second, “stick your neck out” and predict the demographic future of your state. Based on your state’s current patterns of fertility, mortality, and migration, discuss what you expect your state’s population to look like 50 years from now (i.e., size, composition, and distribution) and identify some potential social issues and/or problems that are likely to have arisen from these patterns. Third, establish one or more demographic and/or social goals for your state (what you would like to see changed in the future). Finally, create your own population policy—a clear strategy for achieving these goals. This may include direct or indirect manipulation of the dynamic variables—births, deaths, and migration—as well as other social and/or economic interventions. Be creative and idealistic—assume limitless time and resources.

Cite all references in the text using the format specified in the *ASA Style Guide*. Provide a list of references at the end of your paper using the format specified by the *ASA Style Guide*. 
YOUR STATE’S ENVIRONMENT
Susan D. Stewart, University of Richmond

Purpose and Instructions:

An important effect of rapid population growth and our current consumption patterns is environmental destruction and depletion of natural resources. We are probably exceeding our ecosystem’s carrying capacity already. Write a 4 to 5 page paper highlighting what you perceive to be the main environmental issues facing your state. You may discuss several issues or do an in-depth investigation of a single issue. Topics include damage to the atmosphere (air pollution, acid rain, etc.), hydrosphere (water pollution, overfishing, etc.), and lithosphere (toxic waste, deforestation, loss of biodiversity, pesticide use, etc.), water and energy shortages, or other environmental problems. Although this is an academic exercise, you may use newspapers, magazine articles, and Internet sources to augment your paper (but do not rely solely upon these resources). You may consider contacting Lisa Scott or Keith Weimer for assistance.

Cite all references in the text using the format specified in the ASA Style Guide. Provide a list of references at the end of your paper using the format specified by the ASA Style Guide.
GEOGRAPHIC INFORMATION SYSTEMS (GIS) EXERCISE*
Susan D. Stewart, University of Richmond
David R. Bowne, University of Richmond

Purpose:

The goal of this assignment is to familiarize students with the demographic applications of GIS software ArcView 8.1. Students will formulate a research question, analyze data, and interpret their findings.

Instructions:

Using ArcView 8.1, pose and answer a question for your state with the supplied U.S. Census 2000 data and either hospital or school locations. The question may be similar but not identical to the example reviewed in class (see example below).

Complete and hand-in the following:

State your research question & briefly explain why it is worth answering (Social Significance). Provide a summary of your results, including statistics relevant to your question (e.g. 19.4% of married couples in Virginia live within 1 mile of a hospital). Also include a map that visually conveys the results of your analysis. Provide a brief explanation and discussion of the results. You should offer reasons for the results and discuss possible implications for social policy. Also suggest other analyses or information that are needed to more thoroughly address the issue, including at what scale (local, city, county, state, federal) the issue should be examined.
Step-by-Step instructions for GIS Example
Prepared by Dr. David Bowne

The question: In Virginia, do single mother households (expressed as % of total) live farther from hospitals than married couples with children (expressed as % of total)?

1) Start ArcView 8.1 ArcMap

2) Accept the “Start ArcMap with a new empty map” default – hit OKAY.

3) Under File, select ADD NEW DATA.
   Select CONNECT TO FOLDER
   Select Zip Drive (Drive D).
   Then, navigate to where your data is saved on your zip disk.
   ADD vablckgrp.shp
   ADD Hospitals.lyr.

4) You should see the list of data in the table of contents section of ArcMap.
The data files display as listed, so “Hospitals” is on top of “vablkgro” and hiding it. Click on “vablkgro” and drag it above “Hospitals”. “vablkgro” is now on top but you may not see it because it is of Virginia only, while the hospital data are for the entire country.
Zoom in on Virginia by using the magnifying glass with the + symbol.
Now switch the two layers again, so that “Hospital” is on top.

5) Our goal is to calculate and then display, the density of single mother households and married with children households in the state. Let’s work on the display of single mother households first.
Highlight “vablkgro”, then right click on PROPERTIES. Then click on SYMBOLOGY. On the left window, select QUANTITIES, then GRADUATED COLORS. Under FIELDS, select as the VALUE, FHH_CHILD. Then NORMALIZE by AREA. This gives the density (number of single mother households divided by area of the census block). Click APPLY, then OKAY.
Zoom in on the city of Richmond. You will see that the map is now shaded with different colors.

6) Now determine the number of single mother households (FHH_CHILD) within 1 mile of a hospital. Select the SELECTION menu item, then choose SELECT BY LOCATION. A box will appear with many items. You want to “Select features from” the following layer “vablkgro” that “are within a distance of” the features in this layer “Hospitals”. Check the box next to Apply buffer - Choose 1 mile buffer. Click APPLY, then CLOSE.
A bunch (1356 to be exact) of census blocks should be highlighted in light blue.
On the Table of Contents, highlight “vablkgro”, right click, then select OPEN ATTRIBUTE TABLE. You will see a large table with a few rows shaded light blue. At the bottom of the table, hit the Show: SELECTED button. You will now see a table of all the selected census blocks.
Scroll over to the column headed FHH_CHILD and click on the header – the column will turn yellow.
Right click on the column and select STATISTICS. The computer will compute basic descriptive statistics, including the SUM of all the selected census blocks. Write down that number.
With the STATISTICS table still open, change the FIELD to MARHH_CHILD. The computer will calculate the same statistics for the Married with Children field. Write down its SUM.

We now know the number of single mother and married with children households in census blocks within 1 mile of a hospital. We still need the total number of each household regardless of proximity to hospitals.

Close the STATISTICS box, go to the SELECTION menus item, and choose CLEAR SELECTED FEATURES.

In the open attribute table, select SHOW: ALL. The table with no shaded rows will appear. Now repeat the STATISTICS for the same two fields (FHH_CHILD and MARHH_CHILD). The numbers will change because no specific blocks are selected. Record the SUM for each.

Now calculate the percentage of each household type that live in a census block within 1 mile of a hospital. I got 19.5% of married w/ children households and 32.2% of single mother households live in a census block located within 1 mile of a hospital.

What might be the reason for the differences? You can redo this analysis with varying distances.

7) For a printed map, it would be nice to show what a 1-mile buffer around each hospital looks like. Close the ATTRIBUTE TABLE to return to the map. Under TOOLS, select BUFFER WIZARD.

Follow the instructions to create 1-mile buffers around HOSPITALS. Select NO for dissolve barriers (you can choose yes but it’ll take longer to process).

Tell the computer where to save the buffer coverage and what to name it.

Circles around each hospital should appear. Highlight your new buffer coverage and select PROPERTIES, SYMBOLOGY to change its appearance.

Under VIEW, choose LAYOUT view. A layout is the term for a printed map. The computer now shows you what will be printed on paper or saved as an image, but first you need to add a legend, title, scale bar, your name, and north arrow. On the menu, select INSERT, then LEGEND. A box will appear to ask which layers you want to show and how to format them. Just hit NEXT until FINISH. A legend is now on your map. You can move or resize it. Do the same procedure to add a title, scale bar, and north arrow. Make sure the units of the scale bar are MILES. Add your name and contact information using INSERT, TEXT. Double clicking on most items on the map will allow you to format them.

To print the map, go to FILE, PRINT PREVIEW. After you are satisfied with it, hit PRINT.
SSDAN.NET EXERCISES:

The SSDAN Project makes available hundreds of datasets (mostly Census Bureau based), and has compiled dozens of modules for public dissemination and use in college courses. The exercises below pertain to children’s data available within SSDAN, but there are increasingly diverse data sets available to be used in demographic analyses. The children’s exercises showcase how these data may be used with respect to projects focused on children, but they are readily adaptable to other research areas at both the undergraduate and graduate levels.

Focused on Children using Decennial Census Data

Demographic Analysis of Children Using SSDAN

SSDAN is working with professors to introduce Kids Count data into social science courses. Professors have developed exercises that provide demographic analysis of issues pertinent to children. These exercises use the Kids Count on-line data resource and help students develop analysis skills. Brief descriptions of demographic exercises for undergraduate students are provided below and the complete modules are available at www.ssdan.net/kidscount.

Status of Children & Children in Crisis
Elizabeth Osborn, St. Mary's College of Maryland

Social indicators are variables that reflect social condition, that is, that "indicate" something about the nature and quality of life in a society. Kids Count data are used to assess the available indicators of the status of children in the United States and comparing across states. Kids Count data may also be used to focus on factors related to death rates for children and teens.

Education, Children in Poverty, Infant Mortality, and Social Stratification
Theodore Fuller, Virginia Tech

Detailed directions inform students how to use Kids Count data to analyze educational issues, children in poverty, and aspects of social stratification. Exercises are available that allow students to analyze children who have problems with the educational process. Exercises are available that allow students to examine the percent of children in poverty and some of the factors related to child poverty. Exercises show students how to examine Infant Mortality Rates (IMR) and the factors related to infant mortality. On-line exercises also allow students to examine income stratification and its consequences, such as the quality and quantity of education, health care, housing, and life expectancy.

Education, Outcomes of Poverty, and Family and Child Well-Being
Lisa Waldner-Haugrud, University of St. Thomas (MN)

Exercises allow students to develop skills that will allow them to analyze education and child well-being and the outcomes for kids living in poverty. Exercises available on-line also explore how family structure and financial resources impact indicators of child well-being.
Introduction to Kids Count Data Project
Kathy Rowell, Sinclair Community College (OH)

This module provides exercises that help students to develop a report to inform the Governor's office about the state of young people in their state compared with national-level statistics. If you would like to get involved in the Kids Count in the Classroom project or use the Analysis Tools in your classes, contact the SSDAN staff (e-mail: ssdan-staff@umich.edu).
Graduate Level
General Courses
INTRODUCTION TO POPULATION STUDIES
John Knodel, University of Michigan

Course Objectives:
This course is a graduate-level survey of population studies. An overview of the content is given in the course outline below. The primary emphasis is on demographic behavior as a dependent variable. In addition to examining substantive issues, considerable emphasis is given to basic demographic concepts and measurement.

Course Outline:
I. Introduction
   A. Defining Demography
   B. World Demographic Overview
   C. Population Growth
II. Sources of Demographic Data
III. Mortality
   A. Concepts, Measurement and Overview
   B. Mortality Trends, Differentials and Determinants
IV. Reproductive Behavior
   A. Concepts, Measurement and Frameworks
   B. Fertility Transitions
   C. Post-transition reproductive patterns
V. Age-Sex Structure and Population Projections
VI. Migration and Population Distribution

Course Format:
While this is primarily a lecture course, we will also devote some time to seminar-style class discussions. Since the lectures build upon assigned readings, it is important to pace your reading to keep up with the lectures. For those of you unfamiliar with demographic measures, it is particularly crucial to read the appropriate sections of the Palmore-Gardner mini-text (see below) prior to lectures on measures.

Exercises, Exams, and Grading:
Grades will be based on the following with the relative weights indicated in parentheses:
   Population Growth Exercise Set (5%)
   Mortality Exercise Set (10%)
   Midterm Exam (35%)
   Fertility Exercise Set (10%)
   Final Exam (40%)

All exercises and exams will be graded and the course grade will be based on a weighted average of the series of grades. In some cases a course grade may be raised based on class participation. The exercises on population growth, mortality and fertility measures are "open book" and "take
home". They are designed to help you master basic technical material that permeates the literature represented in the reading list. They will be distributed in class one week in advance of their due dates. You are encouraged to consult with each other in doing these exercise sets. However, answers must be submitted individually and all calculations and steps involved in arriving at answers must be shown. The midterm and final exams are "closed book" and "in class", but for each you are permitted to consult one sheet (double sided) of hand-written original notes that you can make up for the purpose. The final exam covers all topics covered during the entire semester but will give disproportionate emphasis to material covered after the midterm.

The exercise sets on population growth, mortality and fertility measurement are based on material covered in a mini-text by Palmore and Gardner and discussion of this material in class. Since the exercises on population growth and mortality measurement are given early in the semester, you are advised to start reading the mini-text immediately. The mini-text provides exercises and answers for practice.

**Obtaining Course Material:**

The required readings for this course are divided into
1) A short text book that you need to purchase;
2) A course pack you need to purchase and
3) a series of documents you need to print out from the course web site.

**Material to purchase**


2) A Course-pack.

**Material to print out from the course web site**

Note: To access the course website go to: <https://coursetools.ummu.umich.edu/mycourses> and login. You will see all the courses for which you are officially registered. Follow the direct links for Sociology 530 (i.e. the URL associated with it). Click on Resources.

1) print out all articles in the folder “Course Readings”. These are required reading. Most are PDF files; a few are Word documents. They should be put together with the course pack. Some of these files are large so you probably want to access and print them from a University site (rather than to download from a modem or print at home). All of these articles are available to registered students on line through the library website. When given a choice, I have downloaded the lower quality (lower resolution) versions to keep file sizes down. If you find the resolution quality unsatisfactory, you can access the online articles yourself and print the higher resolution version.

2) Print our a set of lecture notes (in a Word file) in the folder “Lecture Notes”. Please bring these notes to class as I will refer to them during lectures. They should save you time taking your
own notes. I recommend that your print them out single-sided so that you have room on the back to write your own comments. Note that they are not exhaustive and only some lecture topics have corresponding notes available. Still they should help.

**Reading List:**

The reading list is arranged by topic in the order that they will be covered in the course. The dates of the classes to which they relate are indicated.

** indicates items that are available through the course web site and are not included in the course pack. All items, however, are required reading.

I. Introduction


Palmore and Gardner, pp. 1-10; 66-72; 131-132.

II. Sources of Demographic Data


III. Mortality

A. Concepts, Measurement and Overview

Palmore and Gardner, pp. 10-61, 131-133, 135-137.


B. Trends, Differentials, and Determinants


**IV. Reproductive Behavior**

A. Concepts, Measurement and Frameworks

Palmore and Gardner, pp. 62-119, 134.


B. Fertility Transitions


C. Post Transition Reproductive Patterns


V. Age-Sex Structure, Vital Processes and Population Projections (2 weeks)


VI. Migration and Population Distribution


Course Objectives:

This course is designed to provide students with an introduction to the data, statistics, and substantive matter of demography. The latter includes, but is not limited to, mortality, family formation and fertility, migration, immigration, population composition, population distribution, and population growth. Frequently, we will cover these topics from a “social inequality” perspective. For example, we will consider racial/ethnic differences in mortality and family formation, the effects of non-marital childbearing on the well-being of families, and the importance of residential segregation in creating the urban underclass.

Reading Materials:

There are five books and a packet of readings for this course. The books are:


Course Requirements:

There will be two exams in the course (one mid-term exam and a final exam). Both are take-home exams. Each of these exams will be worth 25% of your course grade. You will have to write one paper for the course. This paper will be a literature review on a demographic topic that covers in-depth some issue we discuss in class. You will present this paper in class at the end of the semester. The paper/presentation is worth 20% of the course grade. There will be frequent homework assignments that involve the calculation of demographic statistics. These assignments are worth 20% of your grade. The final 10% of your grade will be based on class participation, which means completing reading assignments on schedule and contributing to the class discussion.
Reading assignments:

Introduction


Mortality

Rogers, Hummer, and Nam. *Living and Dying in the USA*.

Family formation and fertility

Casper and Bianchi. *Continuity and Change in the American Family*.

**Migration and immigration**

Waters. *Black Identities: West Indian Immigrant Dreams and American Realities*.

**Population composition – aging**

Population distribution - segregation

Massey and Denton. *American Apartheid.*

Population growth

SOCIAL DEMOGRAPHY
Gordon De Jong, Pennsylvania State University

Course Goals:

This course is a survey of major themes and topics in social demography. We will focus on the causes as well as the consequences of demographic developments in the United States while including comparative analysis of demographic trends in developing countries.

The objectives of the course are:

1. To develop an understanding of the demographic perspective to the analysis of social structure and social change.
2. To explore opposing viewpoints about world and national population problems, and what policies (if any) should be pursued.
3. To document major population trends in the United States and the world and identify some of the major social and political factors associated with current population developments.
4. To explore explanatory theories and frameworks of social-demographic interrelationships.
5. To acquaint students with some of the more important research literature in social demography.
6. To share what you have learned in your research paper through an oral presentation.

Required Readings:


8. Graduate Students-Supplementary assigned readings from original source books and journals in the PRI and Pattee Libraries.

Grading:

Undergraduates:

1. 10%: Quiz
2. 25%: 1st Midterm Exam
3. 25%: 2nd Midterm Exam
4. 30%: Research Paper. The topic will be developed in consultation with your instructor. Student will present a report on his/her research paper in class during regular class sessions.
5. 10%: Class Participation: Daily contributions and a brief presentation on your research paper results. Attendance is required during student presentations. Daily attendance is expected and will be monitored for the final grade.

Graduate Students:

1. 25%: 1st Midterm Exam
2. 25%: 2nd Midterm Exam
6. 40%: Research paper on a topic to be developed in consultation with your instructor. Student will present a report on his/her research paper in class during regular class sessions.
3. 10%: Quality of class participation: several assigned presentations of seminar reading material and a presentation of your research paper results. Attendance is required during student presentations.

Research Paper:

The research paper can take different forms:
1. Data Analysis of a population-related problem:
   a) Study of cities or countries using data from the Census or from the County-City Data Book.
   b) Study of age, gender, race, regional trends and inequalities using the published U.S. Census data of the Special Reports Series.
   c) Study of international demographic issues using the national data from the U.N. Demographic Yearbook or other international data sets.
   d) Population studies using special purpose surveys, including the World Fertility Survey
2. Research Proposal (graduate students).

3. A population-related policy paper where you review the literature from at least two different (conflicting) perspectives and draw policy implications based on the scientific studies: i.e. teenage fertility, characteristics of immigrants, supporting the elderly, economic development/population growth, ghetto populations, homeless persons, ethnic population conflicts, population control policies, etc.

4. Gaps-in-knowledge paper, which surveys a population-related topic research literature to assess the type of information needed to address critical questions in science or in public policy.

Outline:

*Required reading for all students
**Required reading for graduate students only

I. Social Demographic Perspective


II. World Population and Public Policy


III. Sociology of Fertility and Family Planning


**IV. Demography of the Family**


V. Demographic and Sociological Aspects of Mortality and Survival


VI. Demography of Aging and Age Structure


**VII. Sociology of Immigration, Migration, and Urban Change**


**VIII. Demography of Minority Groups**


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**IX. Demographic Transition and National Development**


Graduate Level
Specialized Courses
INTERNAL AND INTERNATIONAL MIGRATION
Gordon F. De Jong, Pennsylvania State University

Course Objectives:

This course examines the concepts, frameworks, empirical patterns and policy options of migration and immigration. With the reduction in fertility, which is part of the “demographic transition,” the dynamics of national and local populations will increasingly be due to mobility transitions. The seminar begins with an assessment of migration and immigration data. Then we will examine theories, frameworks, and evidence about both the causes and consequences of immigration and internal migration. Immigrant adjustment is a topic of special focus. We will consider both developed and developing countries internal migration and immigration patterns and policies. It is argued that population redistribution, through rural-to-urban migration in developing countries and immigration patterns in the U.S. and Europe are critical elements in the changing social structure of the U.S. and other countries. To be effective, immigration policy measures must reflect the cause-effect patterns of scientific evidence.

Structure of the Seminar:

The first part of each seminar session will involve lecture material and a discussion of the required readings. Everyone is expected to come prepared and participate. One of the goals of each seminar will be the evaluation of evidence on scientific and policy principles.

The second part of most seminar sessions will be student presentations of summaries and critical reviews of research articles. These reports should identify 1) the major objectives, 2) research hypotheses and findings, 3) your evaluations on how well these objectives were accomplished, and 4) alternative possible ways to enhance the work. Brief 1-2 page abstracts should be distributed to class members.

Grading:

1. Class Participation (25%)
   a. Discussion of the required readings
   b. Article review presentations
   c. Term paper presentation
2. Take-Home Mid-Term exam (25%)
3. Term Paper (50%)

Research Paper Options:
A research term paper is required on a topic agreed upon through discussion with the instructor. The term paper can take one of the following forms:

1. An empirical analysis based on an appropriate data set. This research paper should be in journal format and be of journal article length (i.e. about 20-25 double-spaced pages, including tables, footnotes, and references). Possible U.S. data sets include the U.S. Bureau of the Census Current Population Survey or Public Use Microdata File; Immigration and Naturalization yearly-published data or public use data set; the American Housing bi-annual survey; special U.S. county-to-county migration stream data for 1980 and 1990; and 1994 General Social Survey immigration attitude questions. International data sets include: some Demographic and Health Survey files include migration modules, United Nations publishes limited national comparison data on international migration, micro-data for an increasing number of developed and developing countries is now available through the Integrated Public Use Microdata Series (IPUMS International, Minnesota Population Center) and selected countries make international and internal population survey data available. Jen Darragh, Director of the PRI Data Archive, can be helpful in identifying possible data sets for dual-degree Demography students.

2. Preparation of a research proposal, including research problem development, literature review, hypothesis or model formulation, development of a study design, data definitions and sources of data, and an analysis plan.

3. Only if the above options are not appropriate can the paper take the form of an analytical literature review focused on a particular substantive or theoretical issue.

Textbooks:


Course Outline:
Part I: Migration Topic Overview and Migration Data/Methods

Jan. 9. Migration/immigration data and measurement issues

Part II: Explanations for Migration/Immigration

Jan. 16. Migration and Development
Jan. 23. Macro-level theories and frameworks
Jan. 30. Micro-level theories and frameworks
Feb. 6. Forced migration: refugee studies

Part III: International Migration

Feb. 13. International migration: patterns and policies
Feb. 20. Immigrant adaptation: economic dimensions
Feb. 27. Immigrant adaptation: families and children
Mar. 6. Spring Break
Mar. 13. Societal consequences of immigration: race, welfare, and economy

Part IV: Internal Migration

Mar. 20. Internal migration: patterns and selectivity
Mar. 27. Urbanization and world rural-urban migration
Apr. 3. Impacts of internal migration
Apr. 10. Migration and other demographic processes: fertility, mortality, HIV/AIDS, aging, marriage

Part VI: Summary and Research Paper Presentations

Apr. 17. Research paper presentations
Apr. 24. Research paper presentations

Readings:
* Required Reading
If there is no asterisk, the reading is recommended but not required.

Topic: Migration/Immigration Data and Measurement


Case of Mexico-U.S. Migration.” International Migration Review, 34:766-93.


**Topic: Migration and Development**


Development in Migrant-Sending Areas.” In IUSSP Conference Proceedings: International Migration at Century’s End. Liege, Belgium.


**Topic: Macro and Structural Theories and Frameworks**


**Topic: Micro-Level Migration Theories and Frameworks**


**Topic: Forced Migration: Refugee Studies**


*Asian Migration listserv reports.


**Topic: InternationalMigration: Patterns and Policies**


**Topic: Immigrant Adaptation: Socio-Economic Dimensions**


**Topic: Immigrant Adaptation: Families and Children**


*Landale, Nancy S. “Immigration and the Family.”


Buriel, Raymond and Terri De Ment. “Immigration and Sociocultural Change in Mexican, Chinese, and Vietnamese American Families.”


**Topic: Societal Consequences of Immigration: Race, Welfare, Economy**


**Topic: Internal Migration and Urbanization**


**Topic: Impacts of Internal Migration**


**Topic: Migration and Fertility, Health, Immigration, Aging**


Course Objectives:

This graduate seminar provides an introduction to the sociological study of fertility. We will review theoretical explanations for fertility change and account for the persistence of high fertility in a variety of developing countries today. This course examines the contribution of family planning programs and economic development to fertility change. We will also discuss the role of the state and public policy as they relate to reproductive behavior. Fertility behavior will be examined within the context of changing gender roles and social norms. This course has an empirical focus on both industrialized and developing societies. We will conclude the course by examining future prospects for fertility change and the importance of social science for understanding reproductive behavior.

This course is an advanced level seminar and therefore requires active student input and participation. While introductory sessions will be led by the instructor, the overwhelming majority of classes will focus on a critical reflection of the weekly readings. This course therefore requires a very strong commitment on the part of students who opt to enroll.

Required Texts and Readings
The following books are required and may be purchased online or at the college bookstore.


A required reading packet is also available.

Course Requirements:

Attendance/class participation (15%)
Regular attendance and active participation in class discussions are absolutely essential for successful completion of this course. Students are required to come to class having read the assigned readings for the week.

Weekly reaction papers (25%)
In order to promote a critical analysis of the course readings and to facilitate class discussions, each student is required to write six weekly reaction essays (beginning the third week of classes). These essays should be approximately two to three pages in length (maximum length = 3 pages).
Class Presentations (15%)
Each student is required to lead two discussions during the semester. One of the presentations must be done individually and the second will be done with other students as part of a group presentation. Your individual presentation counts 10%, whereas your group presentation counts 5%. Note: you may not hand in a reaction paper for those weeks you present.

In leading a discussion you are encouraged to make use of a variety of resources including handouts (key points and/or questions for discussion), overheads, and diagrams. You should lead the discussion in such a way that it is closely tied to the materials covered in the week’s readings. You are welcome to draw on additional sources of data to enhance your presentation (books, journals, newspaper articles, the internet, etc.).

Your class presentation should last approximately one hour. This does not mean that you are required to talk for one hour, rather, you should organize your presentation in such a way that you present and/or generate discussion for this amount of time. You may want to introduce an in-class survey or distribute questions for reflections. I encourage you to be creative! Your presentation should NOT simply be a rehash of everything that was presented in the readings. In addition to being evaluated by the instructor, the average grade that your peers assign you for your presentation will also be factored into your grade.

Note: You are also expected to hand in a grade for your peer's presentation each week indicating the strengths and weaknesses of his or her presentation. You may e-mail this to me if you wish, but please include both your assigned grade (on a scale of 0 to 100) and indicate what you think were the major strengths and/or weaknesses of the student's presentation (please provide constructive feedback). When I give the student the grades for the presentation, I will simply report the average of all the student grades and indicate the comments that were provided to me.

Final Paper (25%)
Students are required to write a 20-25 page paper on reproductive behavior/fertility on a topic of your interest. Your research should address some issue that expands on the course readings (e.g. women's status and reproductive behavior, the role of family planning programs, contraceptive practices and abortion, the links between economic development and fertility, etc.). Further information regarding this assignment will be provided in a separate hand-out. This paper will be due at the end of the final exam period. This paper can be either a literature review and/or an independent research paper.

Final Exam (20%)
There will be a two-hour long (on your honor) take home essay exam that will evaluate your understanding of the course material. I encourage you to take notes on the readings to help you prepare for the final.

Class Policies:
• You will receive full credit for all assignments that are handed in on time. Meanwhile, late papers will be penalized. Weekly reaction papers must be submitted on Tuesday by the beginning of class. One third of a letter grade will be deducted for each calendar day that an assignment is late. For example, an "A" assignment handed in on Wednesday (but due on Monday) receives a grade of "B+." Extensions will be granted for assignments/papers only if arranged in advance of the due date and only in cases of an emergency.

• You are encouraged to study together. All written course work, however, must be your own. If you are concerned as to what constitutes plagiarism, please consult with me. Please provide proper attribution when you take material directly from the readings for your weekly reaction papers.

• Students with disabilities who will be taking this course and who need disability-related classroom or testing accommodations are encouraged to see me as soon as possible.

Please Note:

I encourage students to come to talk to me about the course. Please feel free to stop by during my office hours (or schedule an appointment) to discuss any concerns that you may have.

Topics and Readings for Each Week

Week 1 Introduction to Course: What is the Sociology of Human Reproduction?


Week 2 Demographic Methods for Measuring Fertility


**Week 3 Fertility Determinants and Decision Making**


**Week 4 Explanations for Fertility Change**


Week 5 Economic Development, Women's Autonomy, and Fertility Change


Week 6 Women's Reproductive Autonomy and Access to Abortion


Week 7 The Contribution of Family Planning Programs to Fertility Declines


**Week 8 Men and Reproductive Decision Making**


**Week 9 Fertility, Religion, and Family Planning in Developing Countries**


**Week 10 Son Preferences and Fertility Policy: Examples from Asia**


**Week 11  Fertility and Family Planning in Low Fertility Settings**


**Week 12  Childlessness**


**Week 13 Adolescent Reproductive Behavior**


**Week 14 The Politics of Adolescent Pregnancy**


**Week 15 The Future: Perspectives on Human Fertility and Population**


SEMINARY IN THE DEMOGRAPHY OF AGING AND THE LIFE COURSE
Robert M. Hauser, University of Wisconsin

Course Objectives:

The seminar will focus on major research issues in the demography of aging and the life course. During the initial weeks of the term, the seminar will review basic concepts and methods of aging and the life-course research and the aging of the American population. Depending on the background and interests of members of the seminar, the middle weeks of the course may be spent in a selective review of current research issues, exploration of alternative data resources—especially longitudinal surveys—or on critical reading of recent (or forthcoming) monographs and journal articles. Topics may include socioeconomic and gender differentials in health, well-being, morbidity, or mortality; withdrawal from the labor force and retirement; intergenerational wealth transfers; life-cycle squeezes (young adult kids and aging parents); career trajectories of women vs. men; and variations in personality and cognitive functioning in relation to work and aging. The content of the course will be flexible, depending on the interests and the number of seminar participants.

Recommended Texts:


Class Schedule:

Week 1: Organizational Meeting

Week 2: Overview of Aging and Population

DOE- Read and browse selectively


Week 3: A Description of Population Aging in the U.S.

*AGC*- Chs. 1-3. Dimensions of an aging population; Sex, race, and ethnic composition; and geographic distribution and residential mobility.


Kyriakos S. Markides and Sandra A. Black. “Race, Ethnicity, and Aging: The Impact of Inequality.” pp. 153-70 in *HASS*.


Week 4: A Description of Population Aging, continued.

*AGC*- Chs. 4-5. Longevity and health.


Week 5: A Description of Population Aging, continued.
Week 6: A Description of Population Aging, continued.

AGC- Chs. 8-10. Economic status; Housing characteristics; Summary, prospects, & implications.


Richard A. Easterlin. “Economic & Social Implications of Demographic Patterns.” pp. 73-93 in HAAS.

Week 7: Data Resources on Aging

Richard T. Campbell and Duane F. Alwin. “Quantitative Approaches: Toward an Integrated Science of Aging and Human Development.” pp. 31-51 in HAAS.


Robert M. Hauser, Deborah Carr, Taissa S. Hauser, Jeffery Hayes, Margaret Krecker, Hsiang-Hui,


Week 8: Socioeconomic Differentials in Health, Well-Being and Longevity

Samuel H. Preston and Paul Taubman. “Socioeconomic Differences in Adult Mortality and Health Status.” pp. 279-318 in DOA.


Week 9: Increased Longevity: Theories, Possibilities, and Implications


Week 10: Studies of the Life Course: From Youth…


Week 11: Cognitive Ability and Its Correlates Across the Life Course


**Week 12: Changes in Work and Retirement and their Implications**


**Week 13: Intergenerational Relations**


Course Objectives:

Mortality is one of the three core components of demographic research. Improvements in life expectancy (or decreases in mortality) over the 20th Century in the U.S. and around the world has arguably been one of the most notable achievements of our time. Yet much remains to be understood about how mortality is shaped by variables operating in the social, psychological, geographic, and biological spheres. Further, according to many notable scientists of our day, much potential for improvements in life expectancy remain; thus, understanding factors related to mortality has important potential implications for health promotion and public policy.

Studied from a sociological lens (e.g., a social demographic approach), mortality analysts are centrally concerned with how different aspects of social stratification and different variables in the social environment are associated with risks of mortality by age and cause of death. To this end, a mortality risk variable (often as simple as a 0,1 dichotomy) provides social demographic researchers with a neatly measured and convenient avenue with which to study how the social world works. Thus, the social demographic study of mortality can be defined as the study of how social processes are associated with differentials in cause and age at death between and among meaningful human groups. This will be our focus.

The specific aims of this seminar are:
1) To introduce the study of human mortality from the perspective of social demography.
2) To further the understanding of how social processes during life can be better understood by investigating how and when people die.
3) To broaden the study of human mortality to health factors that are closely related to survival, such as birth outcomes and disabilities. In many ways, this blends the social demographic study of mortality with social epidemiology.
4) To promote the enhancement of student research skills by actively working on, and developing, an empirical research paper on this topic during the semester of the seminar.

Course Requirements:

Beyond reading all of the assigned books and articles, you will be responsible for four other items during the semester:

(1) Class attendance is mandatory and expected of all students. We meet only 14 times.
(2) Participation in class discussion is expected of all students. This discussion means coming to class prepared in terms of the readings, keeping up-to-date with the progress on your paper...
(discussed below), and being willing to participate in the discussion of other student research papers in a constructive manner.

(3) Beginning with the week of 9/12, students will report and react to the literature you are reading for the week. These reports/reactions should be 1-2 pages in length, and no longer!! The purpose is to highlight issues—theoretical, methodological, substantive—that you think are especially relevant in the readings and/or focus on one or two key issues that stand out across the set of papers. These required “papers” are to force students to read the material for the week, and to facilitate higher-level, knowledge-based discussion. This component of the course will make up 20 percent of your final grade.

(4) Finally, the major component of this class and of your grade will be the development of an empirical paper, which falls somewhere under the broad rubric of “Human Mortality.” These papers will be worked on right from the start of the course; indeed, I will assign to you the task of creating a general outline of ideas in the first couple of weeks and, shortly after that, you will be asked to construct a detailed outline. Writing will progress from there. Later in the semester, you will be required to turn in a rough draft of your paper to two other class members, who will provide feedback and editing on your paper. A final version of your paper will be due to me by 4:00 PM on Friday, December 8th. This component of the class will count as 80% of your grade; indeed, I consider the development of independent research (in consultation with student and faculty colleagues) to be THE key component of graduate education in the United States. My goal for this seminar is to provide a structure and forum where your papers can make an eventual contribution to the literature in the form of a meeting presentation and/or (preferably) an article to be submitted for publication.

**Tentative Weekly Topics:**

9/5:  Introduction to the Course; Simple Mortality Measures
9/12: Historical Patterns and Changes in Mortality
9/19: Current Issues in the Social Demographic Study of Mortality: Foreshadowing the Empirical Studies
9/26: Data and Methods
10/3: Data and Methods
10/10: Infant Mortality
10/17: Reproductive Health, Birth Outcomes, and Child Health
10/24: Adult Mortality – Race/Ethnicity and Immigration
10/31: Meet on the Progress of Your Research Papers
11/7: Adult Mortality – SES
11/14: Adult Mortality – Gender
11/21: Adult Mortality – Marital Status, Religion, and Social Support
11/28: Adult Mortality – Moving Beyond the Individual to Contextual Factors
12/5: Old Age Health and Mortality – Biodemography

**Readings:**
Obviously, this set of issues includes an incredible amount of social science literature (not to mention related literature on these issues in public health, medicine, biology, and other fields). During this semester, we will be able to touch on only a small fraction of the relevant literature in this area. Nonetheless, I have tried to choose readings that are important, up-to-date, and receiving considerable attention in the scientific community. THIS READING LIST IS NOT EXHAUSTIVE; indeed, your course papers will need to rely on much more than what is covered in class. Nonetheless, the articles and books included here, along with the reference lists available in each, will help in building a foundation for your continued interest in this area.

In a further effort to keep this reading list manageable and the content of the course focused, most of our readings will focus on the United States. In large part, this is also due to the instructors research interests and knowledge. This does not mean that you cannot do your own research work outside of the U.S.!

**Reading List:**

For 9/12: Historical Patterns


For 9/19: Current Issues and Frameworks


http://www.health.gov/healthypeople/


For 9/26: Data and Methods
For this week, the instructor will provide an overview of data sets that are often used in current-day mortality analyses.

For 10/3: More on Data and Methods


For 10/10: Infant Mortality


For 10/17: Reproductive Health, Birth Outcomes, and Child Health


For 10/24: Adult Mortality: Race/Ethnicity and Immigration


For 10/31: Meetings with instructor on paper preparation

For 11/7: Adult Mortality: SES


For 11/14: Adult Mortality: Gender


For 11/21: Adult Mortality: Marital Status, Religion, & Social Support


For 11/28: Moving Beyond the Individual to Contextual Factors


For 12/5: Old Age Health and Mortality – Biodemography


DEMOGRAPHIC TECHNIQUES FOR EDUCATIONAL RESEARCH
David Bills, University of Iowa

Course Objectives:

The motivation for this course is that educational researchers could do better research if they had clearer understandings of basic demographic concepts, techniques, and resources. I have tried to design this course to be as practical as possible. I’d like to move fairly quickly from some necessary theoretical and conceptual grounding in the field of demography to a usable bag of tricks.

We will spend a lot of time reading and discussing demographic research, with the goals of understanding why the researchers chose the methods and data that they did, how these methods work, and how we can replicate them. We will read several expository articles on how to “do” demographic research, and will get our hands dirty as much and as often as we can. By the end of the semester, you should be able to read at a reasonable level of comprehension research that uses demographic techniques and have begun to develop the ability to design and conduct your own demographic analyses.

Projects:

The class will work in small groups on a few common projects that will permit us to examine researchable issues in education using a variety of demographic techniques. As a class, we will develop one or more (depending on the size of the class) demographic research projects. These will take the form of a proposal to conduct a demographic research project. Each will contain a problem statement, brief review of the literature, detailed methodological plan and rationale, and some preliminary data analysis.

Possibilities for these projects include Iowa’s current “Inclusive Schools” initiative (http://www.state.ia.us/educate/programs/inclusive/index.html), the presence or extent of “White Flight” in Iowa, or school closure and consolidation in Iowa. There are many other possibilities as well, and they need not be limited to Iowa. We may want to draw on existing data from such sources as the National Center for Education Statistics, the Current Population Survey, or the National Longitudinal Surveys (as just some examples).

Grading:

Your grade will be based on this project, your presentation of it to the class, your contribution to the group projects, the effort you put into preparing for class each week, and a number of short written and oral assignments.
Required Texts:

You should purchase the following books from the Iowa Memorial Union Book Store. There will also be a number of articles.


Recommended Texts:


Class Policies:

I have listed several recommended readings on the syllabus. I think many of these will be useful to you as you prepare your research projects, and I encourage you to pursue some of them.

I want to run this class as much as possible as a seminar. For that to work, students need to come to class having read and thought about the material and prepared to discuss it and ask questions about it.

If you do not have some facility with SPSS, I would strongly recommend taking a free short course from WEEG as early in the semester as possible. There are also dozens of books on how to use SPPS that are aimed at novice users.

I would like to hear from anyone who has a disability that may require some modification of the seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours. Please feel free to stop in or call anytime throughout the semester if you need additional assistance or instruction.

January 22 - Introduction to the Course
January 29 - Overview of the Field of Demography


I don’t expect you at this point to understand everything that Preston and his colleagues have to say. I’m more interested in giving us some common ground to get started. We’ll return to this volume often throughout the course.

Recommended:

February 5 - Demographic Theory, Concepts, and Measures

A. Population structure, distribution, composition, and change

B. Standardization of rates and ratios

C. Decomposition of rates


Recommended:
Shrinivasan, K. and K. Shrinivasan. 2000. Basic Demographic Techniques and Applications. Thousand Oaks, CA: Sage. Most of the authors’ applications and examples in this volume are from the field of public health, and are fairly directly transferable to education.


**Some recommended readings on causal thinking:**


**February 12 - Sources of Demographic Data (especially Educational)**


**Recommended:**


**NCES:**

**February 19 - Introduction to PPLS Computer Lab, SPSS, and Demography on the World Wide Web**

**Places to Start:**

University of Georgia. Demographics and Census Data (Directories | Definitions | Indexes | Periodicals | U.S. Demographics | International Demographics | Return to Internet Resources) http://www.peachnet.edu/galileo/internet/census/demograp.html

Populations Reference Bureau
www.prb.org

PopNet - The Source for global population information.
www.popnet.org

MEASURE Communication assesses information needs and helps plan and implement dissemination and data use. The project is implemented by the Population Reference Bureau, in collaboration with the Academy for Educational Development, and partners in developing countries. MEASURE Communication is funded by the U.S. Agency for International Development.
www.measurecommunication.org

AmeriStat - One stop source for U.S. Population Data
www.ameristat.org

U.S. Bureau of the Census
http://www.census.gov/

U.S. Bureau of Labor Statistics
http://stats.bls.gov/blshome.html

Government Information Sharing Project, Oregon State University
http://govinfo.kerr.orst.edu/

American Demographics Magazine
http://www.demographics.com/

Archive of Census Related Products

Demography HomePage

IDB Population Pyramids
http://www.census.gov/ipc/www/idbpyr.html
University of Wisconsin Online Data Archive
http://dpls.dacc.wisc.edu/archive.html

DDViewer lets you create maps and calculate statistics for 220 demographic variables from the 1990 U.S. Census. DDViewer 3.0 will map states, counties, and census tracts.

The Social Science Data Analysis Network makes the latest US census surveys and demographic trends accessible to educators, policymakers, the media, and students at all levels.
http://www.psc.lsa.umich.edu/SSDAN/

The Population Estimates Program (PEP) releases in odd-numbered years total population estimates for places and, in selected states, county subdivisions (minor civil divisions). The most recent release was in 1999, covering the years 1991 to 1998. The reference date for place and county subdivision population estimates is July 1.
http://www.census.gov/population/www/estimates/citypop.html

The publications in this area are a resource guide to the programs and services of the US Census Bureau. Each area features an introduction that will provide key information about the censuses, surveys, and other programs that are the sources of data products.
http://www.census.gov/prod/www/titles.html

Current Population Survey
http://www.bls.census.gov/cps/cpsmain.htm

Louisiana Population Data Center
http://www.lapop.lsu.edu/

Mansfield University Library
http://www.clark.net/pub/lschank/web/census.html

University of Washington Center for Studies in Demography & Ecology
http://csde.washington.edu/

Center for Demography and Ecology Information Services, University of Wisconsin-Madison
http://www.sse.wisc.edu/cde/library/

Microsoft Terra Server
http://terraserver.microsoft.com/default.asp

University of Buffalo National Center for Geographic Information and Analysis
http://www.geog.buffalo.edu/ncgia/

University of California Santa Barbara National Center for Geographic Information and Analysis
http://www.ncgia.ucsb.edu/
February 26 - Conceptualizing & Measuring Educational & Demographic Indicators

We will divide up and report on several of these articles.


Recommended:


March 5 - Conceptualizing and Measuring Educational Demographic Indicators
A. Educational Attainment


The following materials are recommended. A couple are somewhat old, but still extremely useful.


March 19 - Conceptualizing and Measuring Demographic Indicators

B. Enrollments


Recommended:

C. Dropouts


Recommended:

D. Segregation and Desegregation


**Recommended:**


**March 26 - Basic Demographic Techniques and Their Application: Cohort Analysis**


**Recommended:**


There are of course many other demographic techniques and ways of thinking that you might want to add to your repertoire but that we do not have time to pursue in this course. Three especially useful techniques are shift-share analysis, causal modeling, and geographic information systems (GIS). Some good references include:

**Shift-Share Analysis**


Causal Modeling


Geographic Information Systems


April 2 - Basic Demographic Techniques & Applications: Trends, Projections, & Forecasts


Recommended:


April 9 - Basic Demographic Techniques and Their Application: The Life Table


Recommended:


April 16 - The Effective Presentation of Demographic Data


Recommended:


April 23 - Student (group) Presentations

April 30 - Student (group) Presentations
FAMILY DEMOGRAPHY: FAMILIES AND SOCIAL CHANGE
Suzanne Bianchi, University of Maryland

Course Objectives:
This graduate seminar examines changes in family behaviors and household relationships from a demographic perspective. Readings are drawn not only from the demographic literature on the family but also from sociology, economics, and history. The major focus is on the post-World War II United States. Seminar discussion will consider explanations and classical debates about changing family forms, as well as assess implications for empirical research and public policy.

I have divided the course into four parts.

Part I: In the first three classes, we will discuss the demographic perspective on the family, review the broad trends in family transitions and structures, and introduce theoretical perspectives on union formation and family change.

Part II: Next, we examine the topic of union formation and its relationship to family change. This topic has dominated U.S. family demographic work in the last decade. Is there a retreat from marriage in the U.S., and, if so, should we be concerned? How are we to interpret the increase in cohabitation? Are the family changes in the West relevant to family change outside the West?

Part III: I have labeled the third section “Children and Parenting “ and here we examine changes in childbearing patterns, single parenting, father involvement in the home, and child-well being. How are families altered as fertility is delayed and more births occur outside marriage? Is the role of fathers changing in families? What do we know about changing family structure and child outcomes?

Part IV. In the final weeks of the course, we take up a number of “special topics,” including intergenerational relations and the issue of gender equity in the family. How are intergenerational relationships and family exchanges altered as fertility declines and the population ages? As labor force patterns of women change dramatically, how is the gender balance within and outside marriage affected? More generally, what are the economic consequences of changing family patterns?

Required Texts:
(NOTE: Lynne and I co-taught a graduate “Family Demography” seminar in the Fall of 1998 and the discussion with students helped us write this book. Now I am looking forward to using it with this class. The book was co-winner of the 2002 Otis Dudley Duncan Award for Excellence in Social Demography from the Sociology of Population Section, ASA.)
Waite, Linda J. (ed.) 2000. *The Ties that Bind: Perspectives on Marriage and Cohabitation*. New York: Aldine de Gruyter. (NOTE: This is an edited volume that grew out of an National Institutes of Child Health and Human Development (NICHD) conference on marriage and cohabitation. The chapters are very high quality, and, unlike journal articles which are often narrow in focus, these chapters are designed to provide a broad overview of a topic. They are written by some of the best family researchers in the U.S.)

**Course Format:**

The format of the course will consist of (limited) overview lectures and class discussion. Students will be expected to circulate a discussion question on the readings in advance, prepare a one-page paper each week on the question that I provide, and come to class ready to discuss the readings.

My interest and area of expertise is U.S. family demography. My goal is to give you a comprehensive introduction to U.S. family demographic trends, theoretical perspectives, and issues. At the same time, I recognize that many students in the class this Fall have international interests. I hope that we can “diversify” and “internationalize” the readings through the questions you circulate, your short papers, and class discussion.

I am also structuring the class to take advantage of our location in the Washington DC area. We are proximate to the federal statistical agency that has historically tracked family change in the U.S., using the United States Census Bureau. We also have close proximity to the National Center for Health Statistics (NCHS) that does the National Survey of Family Growth (NSFG).

**Requirements:**

Grades will be based on three components: class participation (30%), short weekly papers/discussion question (30%), and a research paper (or proposal) (40%).

1) **Class participation.**
We will discuss and evaluate the readings in class and class discussion constitutes an important part of the course grade. Each week, every participant in the class should e-mail 1 or 2 discussion questions based on the readings. These questions can be on a single reading or on general issues that crosscut the readings for the week. Students should submit their discussion questions electronically to all other participants in the seminar (including me!) no later than 9am on Monday, the day of the seminar (earlier if possible!). (NOTE: During the first class, we will collect e-mail addresses and then set up a distribution list.)

2) **Weekly Short Papers.**
Each week during the course, you are asked to turn in a short paper (no more than 1 single-spaced page) on the question that appears at the bottom of the readings for that week. You should draw on class readings in answering the question but these are also “thought exercises” asking you to formulate and defend a perspective. You are welcome to draw on your past experiences, courses, and outside readings but it is not required that you read anything beyond that week’s readings.
Hard copy of the paper should be given to me after class and you should be prepared to discuss your perspective on the question in class. (No late papers accepted.)

3) Research paper/proposal.
The major project for the course is a research paper on a family topic. I would like you to work toward a paper that you could submit for consideration for presentation at the 2003 American Sociological Association annual meeting. The “Call for Papers” for that meeting will come out during the Fall and the deadline for submission is usually in early January. I would like it to be the goal of everyone in the class to develop a research question on a family topic, identify a data set with which to answer the question, and execute at least a preliminary analysis and write up the results by the end of the class. Ideally, the paper you complete in the class could serve as the basis for an ASA submission when the class is over. Topic, a one page abstract, and a brief description of the data set you will use are to be submitted to me early in the semester. For students who do not feel prepared to execute an empirical paper, I will allow the option of a research proposal. If you choose to write a proposal, it must include a statement of the research question and rationale for posing the question, a review of the relevant literature, and a description of the data and methods that you propose to use to study the question posed. The research paper (or proposal) is due the last regular class meeting.

Overview: Topics and Schedule:

Part I: Introduction
Introduction to Family Demography
Trends and Interpretations of Family Change
Theoretical Perspectives on Family Change

Part II: Union Formation
Heterosexual and Same-Sex Cohabitation in the U.S.
Marriage: Importance and Meanings
Changing Family Patterns in Cross-National Perspective

Part III: Children and Parenting
Trends in Childbearing
Single Parenting
Father Involvement in Families
Children’s Well-Being and Family Change

Part IV: Special Topics
Intergenerational Linkages
Family Caregiving: Contested Gender Terrain?
Economic Causes and Consequences of Family Change
Weekly Reading Assignments/Short Paper Questions:

9/9/02 -- Week 1: Introduction to Family Demography


9/16/02 -- Week 2: Trends and Interpretations of Changing Family Patterns

Trends in Behaviors and Attitudes


Interpretations


Also Recommended (but not required):

Question: This weeks’ readings present trends and interpretations of family change in Western developed economies. To what extent do you think the patterns of the West are being repeated (or will be repeated) in non-Western countries, many now in the process of rapid fertility decline and economic development? What aspects of Western family change seem least likely to be repeated in developing economies?

9/23/02-- Week 3: Theoretical Perspectives on Union Formation

Demographic
Evolutionary

Sociological

Economic

Also Recommended (but not required):


Question: Take one of the above perspectives on the family/union formation and critique it. What are its strengths and weaknesses? What unique insights does the perspective provide? Comment on the “reach” of the perspective: E.g., Can it be equally well applied to different race-ethnic and socioeconomic subgroups of the U.S. population? Or, could it be used to explain family behaviors in non-Western settings as well as in Western countries?

9/30/02 --Week 4: Heterosexual and Same Sex Unmarried Partnering


Also recommended (but not required):

Question. Why have U.S. family demographers invested so much time in the study of cohabitation in the last decade? If you were to pursue a future research project on cohabitation, what would you most want to understand? That is, what is an interesting unanswered question about cohabitation in the U.S. context? Finally, would the questions
U.S. researchers are asking about “non-marital” partnerships make sense or be any different in other settings (e.g., other historical settings, other cultural settings)?

10/7/02--Week 5: Marriage: Importance and Meanings


Also recommended (but not required):

Question: When Linda Waite gave her PAA address on marriage, many felt she paid too little attention to gender differences in the benefits of marriage. Is marriage equally beneficial for women and men? How do the costs and benefits of marriage differ for men and women?

10/14/02--Week 6: Family Systems and Union Formation in Cross-national Perspective


Japan

Sub-Saharan Africa
Comparative

**Question:** The *Demography 2001* piece by Thornton, his PAA Presidential Address, argues for the importance of ideology and the hegemony of the developmental paradigm. Critique his arguments about how this paradigm influenced family change: What is his argument and does it make sense?

**10/21/02 -- Week 7: Trends in Childbearing**


**Question:** The two most prominent fertility trends in the U.S. are the delay in first births and the higher percentage of births to unmarried women than in the past. How might the theoretical perspectives on union formation from week 3 be used to interpret these fertility trends? (You are free to concentrate on one perspective (e.g., economic) or consider multiple perspectives.)

**10/28/02--Visit to the Census Bureau**

**11/04/02 --Week 8: Single Parenting**


**Question:** Recently a reporter asked me to explain why the statistics on single parenting were so confusing. Based on this week’s readings, how would you answer such a question? Is the single-parent, two-parent distinction still relevant for understanding family life in the U.S.? What about elsewhere?

11/11/02 --Week 9: Father Involvement in Families


**Question:** Have fathers become more involved in the lives of their children? What evidence would we need to amass to answer this question adequately?

11/18/02--Week 10: Intergenerational Linkages


Lillard, Lee A. and Robert J. Willis. 1997. “Motives for Intergenerational Transfers: Evidence from Malaysia.” *Demography* 34: 115-134. (NOTE: You only have to read Pp. 115-117 of this article which covers the theories about intergenerational transfers within families. You are of course welcome to read the whole article.)
Question: Bengtson argues that changes in the family in the contemporary U.S. are making intergenerational linkages ever more important for everyone. Many would argue that intergenerational ties are stronger in developing countries or among recent immigrant groups to the U.S. than among the native born U.S. population, although Rendell and Bahchieva question this assumption. What are the societal conditions that encourage strong intergenerational linkages and why might they be weaker in the West?

11/25/02--Week 11: Children’s Well-Being


Also Recommended (but not required):

Question: How does childhood change under a regime of lowered and later fertility, low mortality, increased family disruption and a move to more egalitarian gender roles within the family?

12/02/02--Week 12: Family Caregiving: Contested Gender Terrain?


Question: What are the sources of gender inequality in the family? When are gender differences just that – differences – and when do they become gender inequities?

12/09/02--Week 13: Economics and the Family


Also recommended (but not required):

Question: There is ongoing argument about whether men’s poor labor market prospects or women’s enhanced economic opportunities has been the “engine” of change in the family. Based on this week’s readings, where do you come down? Is the increase in non-marital partnerships and the high likelihood that marriages end in divorce more a function of changes in men’s or women’s economic prospects?
INTERNATIONAL MIGRATION
Douglas S. Massey, University of Pennsylvania

I . Theories of International Migration

II. International Migration and Globalization: 1850-1920


IV. Case Study of Contemporary International Migration

V. Immigration Policy
Course Description

This graduate-level course is an introduction to the basic techniques of demographic analysis and their application in public and private sector planning and policy situations. Students will gain skills appropriate to careers in research, planning, and policy development in business, government, health, and market research. The course will emphasize practical applications of demographic analysis and will consist of readings, lectures, guest speakers, discussions, demonstrations, laboratory sessions, homework assignments, and a final project. Applied demography is a dynamic field, constantly responding to changes in information technology and consumer demand. The structure of the course will, to the extent feasible, replicate the collaborative, collegial environment and operation of an applied demographic enterprise in government, academia, or private consulting. As principles in this collective enterprise, students are encouraged to share their own expertise and to recognize their own critical contribution to overall success.

Course Goals

During the course students will:

1) Gain knowledge of key demographic concepts, data sources, measures and analytical techniques,
2) learn to access, analyze, evaluate, and present demographic information,
3) construct population estimates and projections using a variety of data and methodologies,
4) effectively communicate results of demographic analysis through tables, charts, maps, and narratives
5) explore the application of demography and demographic methods in various arenas in business and government.

Prerequisites

Competency in basic statistics and algebra are necessary for the successful completion of this course. Students who have not completed an applied statistics course must discuss their background with the instructor before continuing with the course. Students should be comfortable with computers and have basic computer skills, including the use of Excel, a web browser, and a word processing program.

Course Materials
You will be responsible for material assigned from a set of readings. The readings from the course will be drawn primarily from three books:


Other readings will be drawn from various books, journals, and reports. All readings for the course will be available in Adobe Acrobat (.pdf) format on the Department of Rural Sociology homepage (www.drs.wisc.edu) and can be accessed through the online syllabus. A hard-copy reading packet may be prepared at the request of students. The volume of reading for each class will decline as the semester progresses, in order to give students greater opportunity to work on their final projects. The instructor can suggest supplementary readings for students to consult based on their individual interests.

**Reading Summaries**

Since there are no exams in this course, in order to ensure that students are keeping up with the readings, a summary of each reading must be submitted weekly, and received no later than one hour prior to the Thursday class, 3:30 pm. Reading summaries will be used to direct classroom discussions, and should be submitted via email (rhammer@wisc.edu). The reading summary need only be a few sentences in a one-half-page paragraph and should include:

1) title and author of the reading,
2) topic of the reading,
3) evaluation of the reading (i.e. interesting, informative, useful, incomprehensible, forgettable, etc.),
4) three or more questions/comments.

Evaluation of the reading summaries will be based solely on their completion. They will not be graded and returned.
Homework Assignments

There will be a series of eight homework assignments involving the application of demographic data and techniques. Homework will be assigned only during the first nine weeks of the course, again in order to give students greater opportunity to work on their final projects. With few exceptions, these are due one week after being assigned. The assignments will involve the use of a web browser, Excel, a word processing program, and ARC/GIS. You should feel free to discuss your assignments with other students. The assignments will be graded on a scale from 0 to 10.

Final Project

Each student will complete a final project/term paper. These projects should respond to a potentially “client-driven” applied demography problem. Prior to spring break, each student must submit an abstract/prospectus for the project and meet with the instructor to discuss the topic of the project. The abstract need only include a general idea of the topic/problem you wish to explore, identification of the “client,” and your preliminary plan for accomplishing your objectives.

Each student will present his/her final project during one of the class periods at the end of the semester. The presentations will be evaluated as part of the overall final project evaluation and potentially will lower or raise the grade by one half point.

Undergraduate Students. Final projects of undergraduates should focus on a demographic term or concept that you wish to explore in more depth and describe its potential application in a policy or planning situation. In approximately 12 double-spaced pages, the paper should reflect on the definition and use of the concept and its application. Final project presentations by undergraduates should be 10 to 12 minutes with some time for questions and discussion. Examples of issues you might address include such questions as: Why is this concept important? Who is the client or interested party? How are data on this concept gathered and reported? Are there any ambiguities or problems associated with gathering and reporting this information? How are such data used and how might they be used to address a specific problem. How might the collection of data on this topic be improved? What controversies surround this concept or issue? What difficulties should a client consider in applying or addressing this issue?

Graduate Students. Term papers of graduate students should follow the structure for undergraduate papers but should also address the applied analytical issue. The project should apply demographic data, tools and perspectives to a “real” problem. What are your planning and/or policy recommendations to the client? What’s the institutional context of the issue? Papers should be 15 to 20 double-spaced pages. Final project presentations by graduate students should be 15 to 20 minutes.
Class Participation

The success of this course depends on effective student participation, just as the success of an applied demographic enterprise depends on the success of all its members. Class participation includes: asking questions during lectures (interruptions and tangents are encouraged), answering questions posed to the class by the instructor and other students, preparing for and participating in the discussion of the readings, bringing in (and discussing) course-relevant items from newspapers or news magazines, engaging the final project presenters with questions and comments, and class attendance. During lectures, students will be asked to discuss, interpret, and evaluate the materials. A portion of most class periods will be dedicated to a discussion of the application of demographic analysis from the week’s reading assignment. No classes should be missed. The absence of exams does not reduce the imperative of attendance. If a class is missed, the absence will have a considerable bearing on the student’s participation grade.

Students should make use of the instructor’s office hours to consult on homework assignments, readings, the final project, etc. The class participation of undergraduate students will be assessed separately from that of graduate students.

Evaluation and Grading

Grades will be determined by the student’s performance in the following areas:
30% Homework Assignments
40% Final Project
20% Reading Summaries
10% Class Participation

Course Outline

Jan. 21 Introduction & Introductions
• Homework 1: Census A to Z

Jan. 23 Census Concepts and Definitions
Readings:
• Siegel pp. 1-8
Reading Summary due

Jan. 28 Census Data Access and Retrieval
Guest Lecturer: Dan Veroff, Director, Applied Population Laboratory, Department of Rural Sociology, University of Wisconsin

Readings:
- Siegel pp. 145-182
- Kintner pp. 109-128, pp. 129-143

Homework 1 due and discussed in class

Homework 2: Personal Demographic History/Profile

Jan. 30  **Fundamentals of Populations Analysis**

Readings:
- Siegel pp. 9-33
- Smith pp. 19-41

Reading Summary due

Feb. 4  **Demographic Trends and Implications**

Readings:
- Siegel pp. 34-71

Homework 2 due and discussed in class

Homework 3: Population Pyramid

Feb. 6  **Age and Sex Structure**


Reading Summary due

Feb. 11  **Race and Ethnicity**


Optional Reading:

Homework 3 due and discussed in class  
Homework 4: Race and Ethnicity

Feb. 13 **Introduction to Projections**  
Readings:  
- Smith pp. 1-11  

Reading Summary due

Feb. 18 **Projection Methods**  
- Siegel pp. 449-467  
- Smith. pp. 43-48 and pp. 161-184  

Homework 4 due and discussed in class  
Homework 5: Extrapolation Projections

Feb. 20 **School Enrollment Projections**  
Readings:  

Reading Summary due

Feb. 25 **Mortality**  
- Smith pp. 49-72  
- Kintner pp. 265-297  

Homework 6: Life Tables

Feb. 27 **Mortality – Life Tables**  
- Kintner pp. 298-306 and pp. 307-326
Reading Summary due

Mar. 4  **Fertility**
Readings:
- Smith pp. 73-96
- Kintner pp. 159-179
Homework 6 due
Homework 7: Cohort Component Projections

Mar. 6  **Cohort Component Projections**
- Smith pp. 137-160

Reading Summary due

Mar. 11  **Migration**
- Smith pp. 97-136

Homework 7 due

Mar. 13  **Migration**

Reading Summary due
Mar. 25 **Mapping and GIS**  
**Readings:**  

Homework Assignment 8: Mapping Demographic Data

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Mar. 27 **Mapping and GIS**  
**Readings:**  
- Kintner pp. 203-217

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Apr. 1 **Estimates**  
**Readings:**  
- Siegel. 397-448  

Homework Assignment 8 due

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Apr. 3 **Estimates**  
**Readings:**  
- Methodology for Estimates of State & County Total Population. [On the web at www.census.gov. Click on “Estimates” and, on the next page, click on “County” in the window announcing “The latest county population estimates...” On the next page, click on “Methodology.” This site also provides tables showing the latest population estimates for counties in the U.S.]  

Reading Summary Due

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Apr. 8 **Congressional Apportionment and Political Redistricting**  
**Readings:**  

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Apr. 10 **Health & Epidemiology: AIDS/HIV**  
**Readings:**


Reading Summary Due

Apr. 15 **Comprehensive Planning: Issues & Opportunities**

• Brian W. Ohm. 2001. *Key Points about Wisconsin’s New Comprehensive Planning and “Smart Growth” Law* Madison: Board of Regents of the University of Wisconsin System.


• Comprehensive Planning Guidebooks [Select 1]

Apr. 17 **Comprehensive Planning**

Readings:
TBA

Reading Summary Due

Apr. 22 **Affordable Housing & Housing Planning**

Readings:
TBA

Apr. 24 **Business Demography**

Reading Summary due

Readings:
TBA

Apr. 29 **Business Demography**

Readings:
TBA

May 1 **Special Topic or Final Project Presentations**

No Final Exam
Data Resources

This data resources section may be useful as resources in preparing lectures and as the basis for student assignments. Of course, these data resources are also useful in preparing manuscripts for publication.
Data Resources

1. General Social Survey
National Opinion Research Center, University of Chicago
Contact: Tom W. Smith, National Opinion Research Center, University of Chicago, 1155 East 60th St., Chicago, IL 60637; phone: (773) 256-6288; homepage: http://www.norc.uchicago.edu/

The General Social Survey (GSS) of the National Opinion Research Center, University of Chicago, monitors social change in the United States. Since 1972, the GSS has gathered data on contemporary American society in order to monitor and explain trends and constants in attitudes, behaviors, and attributes of the adult population. These high quality data are easily accessible to a broad-based user community, including researchers, teachers in colleges and universities, students at undergraduate and graduate levels, business and corporate planners, journalists, and public officials who need to understand the pulse of our country in their work. The 23 national probability samples include interviews of over 40,000 respondents. Of the nearly 4,000 items that have been asked, there are time trends for over 1,000 items.

Two recent developments regarding the GSS are featured—the GSS Data and Information Retrieval System II (GSSDIRS) and the 2000 GSS. The GSSDIRS II is a new web product that links together code book, trends, bibliography, project reports, and other documentation; permits on-line analysis and data sub-setting; and provides the latest information via an announcement section, and contact with the GSS staff. The 2000 GSS contains modules on religion, sexual behavior, internet & computer use, freedom, intergroup relations, childcare, & health & well-being.

2. International Social Survey
National Opinion Research Center, University of Chicago
Contact: Tom W. Smith, National Opinion Research Center, University of Chicago, 1155 East 60th Street, Chicago, IL 60637; phone: (773) 256-6288; homepage: http://www.issp.org/.

The International Social Survey Program (ISSP) is the cross between the General Social Survey (GSS) and its counterparts in other countries. Studies have been conducted annually since 1985 dealing with such topics as the role of government, social support and networks, social inequality, gender, family, work, the environment, national identity, and religion. Over 200 surveys with over 250,000 respondents have been conducted. Topics are repeated every 5-8 years. This means that both over time and cross-national comparisons are possible. There are now 37 member countries participating in the ISSP. It is a valuable resource for researchers undertaking comparative analysis or studying attitudes, behaviors, and attributes of adult populations in other countries.
3. The Panel Study of Income Dynamics
University of Michigan, Institute for Social Research
Contacts: Sandra Hofferth, Institute for Social Research, University of Michigan, Ann Arbor, MI 48106-1248; phone: (734) 936-5166 or (734) 963-5166; email: psidhelp@isr.umich.edu; homepage: http://www.umich.edu/~psid/.

Now in its thirty-first year of data collection, the Panel Study of Income Dynamics (PSID) is a longitudinal survey of a representative sample of U.S. men, women, and children and the families in which they reside. Data on employment, income, wealth, health, housing and food expenditures, transfer income, and marital and fertility behavior have been collected annually since 1968. From 5,000 families in 1968, the study now includes over 7,000 families and over 50,000 individuals.

The study has collected high quality intergenerational data on economic capacity, income, and the transmission of wealth, as well as information on such issues as the long-term effects of life events (early childbearing, divorce, illness) on workers and their families, the relationship of business cycles to economic well-being, and the interaction of labor mobility and geographic mobility. In recent years, the value of the PSID has been further extended through matching PSID respondents to Census geocodes, permitting the addition of valuable neighborhood characteristics to individual files. The coverage of the PSID was expanded in 1997 with the addition of an immigrant refresher sample and a child development supplement covering children from birth through age 12.

The Panel Study of Income Dynamics homepage is available to Internet browsers worldwide. The most recent versions of all PSID data and supplements can be downloaded from this site. Documentation, errata, and a newsletter are also available.

4. The Wisconsin Longitudinal Study
Center for Demography of Health and Aging, University of Wisconsin-Madison
Contact: Robert M. Hauser, Center for Demography of Health and Aging, University of Wisconsin-Madison, 1180 Observatory Drive, Madison, WI 53706; phone: (608) 262-2182; email: wls@ssc.wisc.edu; homepage: http://dpls.dacc.wisc.edu/wls/wlsarch.htm.

The Wisconsin Longitudinal Study (WLS) is a 43 year-old study of the social and economic life course among 10,000 men and women who graduated from Wisconsin high schools in 1957, and who have been followed up at ages 25, 36, and 53-54. Data from the original respondents or their parents from 1957 to 1975 cover social background, youthful and adult aspirations, schooling, military service, family formation, labor market experience, and social participation. The 1992-93 surveys cover occupational histories; income, assets, and economic transfers; social and economic characteristics of parents, siblings, and children; and mental and physical health and well-being. Parallel interviews have been carried out with siblings in 1977 and 1993-94. WLS data and documentation are available on the worldwide web.
Keywords of relevance to WLS are: ability, aging, alcohol, aspirations, assets, careers, caregiving, children, cognition, college, depression, divorce, earnings, education, employment, family, fertility, gender, health, households, income, insurance, intelligence, labor force, life course, marriage, menopause, mental health, mid-life, mobility, morbidity, occupations, pensions,
personality, physical health, psychological well-being, religion, retirement, siblings, social participation, voting, and wealth.

5. National Survey of Families and Households  
University of Wisconsin, Department of Sociology  
Contact: Larry Bumpass, Department of Sociology, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53711; phone: (608) 262-2182.

The first wave of the 1987-88 National Survey of Families and Households interviewed 13,007 respondents including an oversample of blacks, Puerto Ricans, Mexican Americans, single-parent families, families with stepchildren, cohabiting couples and recently married persons. Several portions of the main interview were self-administered to facilitate the collection of sensitive information and to ease the flow of the interview. In addition, a shorter self-administered questionnaire was given to the spouse or cohabiting partner of the primary respondent.

A considerable amount of life-history information was collected, including the respondent's family living arrangements in childhood, the experience of leaving the parental home, marital and cohabitation experience, as well as education, fertility, and employment histories. Substantive coverage has been kept broad to permit the holistic analysis of family experience from an array of theoretical perspectives.

Re-interviews were conducted in 1992-94 with the main respondents, with current and former spouses, and with a sample child and a sample parent. The sample child was in the parental household at T1. A third wave is scheduled for 2000 with telephone interviews with the parent-child dyads interviewed at T2, and with the remainder of the sample age 45 and over at the time of interview.

6. The British Household Panel Survey  
Institute for Social and Economic Research, University of Essex  
Contact: David Pevalin, Institute for Social and Economic Research, Univ. of Essex, Wivenhoe Park, Colchester, UK CO4 3SQ; phone: +44 1206 873540; e-mail: pevalin@essex.ac.uk.

The Institute for Social and Economic Research at the University of Essex, UK administers the British Household Panel Survey (BHPS). The main objective of the survey is to further our understanding of social and economic change at the individual and household level in Britain, to identify, model and forecast such changes, their causes and consequences in relation to a range of socio-economic variables.

The BHPS is designed as a research resource for a wide range of social science disciplines and to support interdisciplinary research in many areas. The BHPS was designed as an annual survey of each adult member of a nationally representative sample of more than 5,000 households, making a total of approximately 10,000 individual interviews. The same individuals were re-interviewed in successive waves and, if they split-off from original households, all adult members of their new households were also interviewed. Children are interviewed once they reach the age of 16; there is also a special survey of 11-15 year old household members from Wave Four onwards. Thus the
sample should have remained broadly representative of the population of Britain through the 1990s. Eight waves of data are now available.

7. The National Longitudinal Study of Adolescent Health

*Carolina Population Center The University of North Carolina at Chapel Hill*

**Contact:** Francesca Florey, The National Longitudinal Study of Adolescent Health, 123 West Franklin Street, Suite 400A, Chapel Hill, NC 27516-3997; phone: (919) 962-8412; homepage: [http://www.epc.unc.edu/addhealth/](http://www.epc.unc.edu/addhealth/).

The National Longitudinal Study of Adolescent Health (Add Health) is a longitudinal study providing data uniquely qualified to address the most important questions about adolescent health and health behaviors today. A national sample of 7th to 12th grade students completed 90,000 in-school questionnaires during the 1994-1995 school year. Twenty thousand students and a parent were interviewed in their homes during the summer of 1995 (Wave I); fourteen thousand of the adolescents were re-interviewed during the summer of 1996 (Wave II). Add Health provides a comprehensive view of adolescent health including: (1) physical, mental, and emotional health status, including self-reported and measured height and weight, injuries, physical disabilities, sleep disorders, self-esteem, suicide ideation; and (2) health behaviors, including eating disorders, substance use and abuse, weapon carrying and use, measures used to prevent HIV and other sexually transmitted infections, sexual behavior, contraceptive use, nutrition, exercise, and use of health services. The Add Health Study's unique design provides an unprecedented view of how an adolescent's health is shaped by characteristics of the world in which he or she lives. As well as the adolescent's view of his or her world, independent measures of the adolescent's social context are available, including family context, peer influence and school context. In Wave III of the Survey (2000-01), all eligible respondents who participated in Wave I, now young adults aged 18-26, will be re-interviewed. A sample of 2,000 of their romantic/sex partners will also be interviewed. This unparalleled sample will allow researchers to study the effects of adolescent friendship networks and the characteristics of the communities and neighborhoods in which adolescents mature on young adult employment, education, and health outcomes. Data from Wave III will also make it possible to model the structure of social, sexual, and romantic networks of a representative sample of young adults, a critical first step in understanding of STI diffusion in America today.

8. The Health and Retirement Study

*University of Michigan, Institute for Social Research*

**Contact:** Heather Hewett, Institute for Social Research, University of Michigan, 426 Thompson Street, Room 3250, Ann Arbor, MI 48104; phone: (734) 936-0314; homepage: [http://www.isr.umich.edu/](http://www.isr.umich.edu/).

The Health and Retirement Study is a nationally representative longitudinal study of the U.S. population age 50 and older. Public use data sets are available free of charge via the internet.
9. Mexican Migration Project
University of Pennsylvania, Population Center

Each year the Mexican Migration Project surveys 4-6 Mexican communities using simple random sampling methods, generally including 200 households. In the course of interviewing, it quickly becomes clear where in the U.S. migrants from each community go, and several months later interviewers are sent to these U.S. destinations to survey 10-20 out-migrants who have settled north of the border and no longer return home frequently enough to be interviewed in the Mexican surveys. A weighting scheme has been developed to pool the U.S. and Mexican surveys into a single sample that accurately represents the bi-national migrant community. To date, 52 communities have been sampled and incorporated into the database, which contains seven basic data files. PERSFILE contains basic socioeconomic information on household members, including basic information on the first and last U.S. trips. HOUSFILE contains information on the socio-demographic composition and economic status of households. MIGFILE contains detailed information on the household head's border-crossing experience and last trip to the U.S. LIFEFILE and SPOUSEFILE contains a complete life history of all household heads and their spouses, which includes a complete migration and border-crossing history. The final two files are at the community level: COMCROSS contains cross sectional information on the survey at the time of the survey, and COMYEAR is an event history from 1940 to the survey year that records the changing social and economic setting in each community. All data files are publicly available via the internet from the Mexican Migration Project's home page.

10. Demographic and Behavioral Sciences Branch
National Institute of Child Health and Human Development
Contact: Jeffery Evans, National Institute of Child Health and Human Development, 6100 Executive Blvd., Room 8B07, Bethesda, MD 20892-7510; phone: (301) 496-1174; homepage: http://www.nichd.nih.gov/.

The Demographic and Behavioral Sciences Branch (DBSB) of the National Institute of Child Health and Human Development (NICHD), supports large-scale data collection activities that contribute to research on the determinants and consequences of demographic change. Surveys conducted in the United States with NICHD support include the National Longitudinal Survey of Youth - Child Supplement, the National Survey of Family Growth, the Panel Study of Income Dynamics – Child Supplement, the National Longitudinal Study of Adolescent Health (ADD HEALTH), the Intergenerational Panel Study of Parents and Children, the National Survey of Families and Households, the New Immigrant Survey - Pilot, several ongoing studies of the impact of welfare reform on families and children, and more. The program also supports data collection activities for research in international settings. Investigators supported through DBSB are strongly encouraged to place data sets in the public domain.

11. Behavioral and Social Research Program
National Institute on Aging, National Institutes of Health
The Behavioral and Social Research program of the National Institute on Aging supports basic social and behavioral research and research training on the aging process and the place of older people in society. Links to data resources funded by NIH are available on their website.

12. Sociometrics Corporation


The Sociometrics Social Science Electronic Data Library (SSEDL) is a premium health and social science resource that consists of seven topically focused data archives. With over 300 data sets from 200 different studies comprising seven topically-focused collections, it is a unique source of high quality health and social science data and documentation for researchers, educators, students, and policy analysts. The Electronic Data Library was made available in 1999 on a set of CD-ROMs and includes an online membership with free access to datasets for downloading by members.

The Collections in SSEDL includes: AIDS/STD (11 Studies, 20 Data Sets, 14,400+ variables); Disability in the U.S. (16 Studies, 29 Data Sets, 15,800+ variables); American Family (14 Studies, 36 Data Sets, 20,000+ variables); Adolescent Pregnancy & Pregnancy Prevention (150 Studies, 234 Data Sets, 60,000+ Variables); Aging (3 Studies, 22 Data Sets, 19,400+ variables); Maternal Drug Abuse (7 Studies, 13 Data Sets, 5,000+ variables); and Contextual Data Archive (13 geographic levels from several sources, 20,000+ variables).

Sociometrics' Automated Dataset Development Software (ADDS) is an integrated software program that, when completed, will develop and document social science research studies. The program will perform the following functions: 1) Instrument generation—generate a fully formatted research instrument in print, ASCII, and other machine-readable formats. 2) Codebook generation—generate the data set documentation in a printed codebook (also in ASCII and other formats), flow chart (skip map), and data file map. 3) Data entry—provide for data entry from completed questionnaires, with simultaneous error checking. 4) Program file generation—produce a raw data file in ASCII format, and build the program statement files needed to transform the raw data file into SPSS and/or SAS system files. The software will automate tasks best done by computer, improve instrumentation and documentation by providing a complete, high-quality structure and format, and reduce the post data-collection effort of documenting a public-use data set. In addition, they are also building an item bank of high quality, commonly used questions, scales, and interviewing tools.

13. Inter-University Consortium for Political and Social Research

Contact: James McNally, Inter-University Consortium for Political and Social Research, P.O.
Established in 1962, the Inter-university Consortium for Political and Social Research (ICPSR) is a membership-based organization providing access to the world's largest archive of computer-based research and instructional data for the social sciences. ICPSR further serves social scientists around the world by offering training facilities in basic and advanced techniques of quantitative social analysis and other resources that facilitate secondary analysis. ICPSR provides facilities and services for an international community of scholars that no one college or university could offer independently.

14. Murray Research Center
Radcliffe Institute for Advanced Study
Contact: Annemette Sorensen, Murray Research Center, Radcliffe Institute for Advanced Study, Harvard University, 10 Garden Street, Cambridge, MA 02138; phone: (617) 495-8140; homepage: http://www.radcliffe.edu/murray/.

The Henry A. Murray Research Center is a multi disciplinary research center focusing on the study of lives over time. It is a national repository for social and behavioral science data on human development and social change. The primary criteria for evaluating data sets for inclusion in the archive are the usefulness of the data for secondary analysis, replication or longitudinal follow-up. Issues of confidentiality and access are addressed for each data set as the study is acquired and processed.

The data archive is unique in that it includes not only computer-accessible quantitative data, but also qualitative materials such as case histories, open-ended interviews, responses to projective tests, and video taped and audio taped data. The center is unique in allowing new researchers to contact the subjects of existing data sets to obtain follow-up data.

The resources of the Murray Center are available to researchers at all levels and from all disciplines and schools, free of charge. The Guide to the Data Resources provides an overview of the Murray Center's data holdings. The Guide is available on line at http://www.radcliffe.edu/murray. Hard copies of the Guide are also available.

15. Division of Science Resources Studies
National Science Foundation
Contact: Susan Hill and Monica Hill, National Science Foundation, Division of Science
The mission of the National Science Foundation's Division of Science Resources Studies (SRS) is to produce and disseminate data and analyses related to science, engineering, and technology. SRS focuses on the amounts of human and financial resources in the nation's science, engineering, and technology enterprise, how persons are educated, their place in the workforce, and the financial results of these activities. To do this, SRS collects information from 14 surveys of the U.S. enterprise and obtains comparable international data. SRS also analyzes these data in order to help policy-makers, administrators, and others understand the implications of the data and their application to current issues.

At the present time, SRS maintains data on a wide range of science and engineering (S&E) issues and promotes use of databases by researchers to examine topical issues. Examples of topics reflected in the SRS sponsored work are S&E education at all levels with details on gender, race, field, institutional type, financial support (including education history); S&E personnel and career paths for both researchers and academics, citizenship, disability status, employment status, field of study, job assignment and salaries (especially for doctorates); S&E research infrastructure at universities and colleges, funding and expenditures for S&E research by colleges and universities; data on industrial research and development; and public attitudes about science and engineering issues. Micro-data are available to researchers through licensing agreements.

16. National Longitudinal Surveys
U.S. Department of Labor, Bureau of Labor Statistics

The National Longitudinal Surveys (NLS) gather detailed information about labor market experiences and other aspects of the lives of six groups of American men and women. Many NLS survey members have been followed longitudinally, allowing researchers to study large panels of men, women and children over significant segments of their lives. The surveys include data about a wide range of events such as schooling and career transitions, marriage and fertility, training investments, welfare recipiency, child-care usage, and drug and alcohol use.
The Original Cohorts, initiated in 1966, consist of four cohorts; "older men", "mature women", "young men" and "young women." In 1979, a cohort of about 12,000 young men and women aged 14 to 22 was begun (NLSY79). Data collected yearly, biennially since 1994, chronicle their transitions from school to work, and from their parent's homes to becoming parents and homeowners. In 1986, the NLSY79 was expanded to include surveys of the children born to women in that cohort. In 1997 a new cohort of approximately 8,700 young people aged 12 to 16 was begun (NLSY97). This cohort is interviewed on an annual basis.

17. National Archive of Criminal Justice Data
National Institute of Justice Data Resources Program
Contact: Cynthia Mamalian, National Institute of Justice, Office of Justice Programs, US
Data sets collected through NIJ-funded research are archived and made available to others in order to support new research to replicate original findings or test new hypotheses. Together with the Bureau of Justice Statistics (BJS), NIJ's Data Resources Program supports the National Archive of Criminal Justice Data (http://www.icpsr.umich.edu/NACJD), which houses all data from NIJ-sponsored research and makes available online, together with data dictionaries and study abstracts. The archive is maintained by the ICPSR at the University of Michigan.

18. National Center for Education Statistics
U.S. Department of Education


The National Center for Education Statistics (NCES) disseminates large national data sets on CD-ROM with electronic codebooks and via the Internet at its worldwide web page listed above. Current data releases include school and institutional censuses for basic data on enrollments and finances at the elementary, secondary, and post secondary levels of public and private education. More detailed data are available through repeated cross-sectional surveys of teachers and faculty. A Random Digit Dialing (RDD) household survey is used to collect population-based education data on topics such as early childhood education, school safety, and adult education. In addition, the NCES collection of longitudinal data on elementary, secondary, and postsecondary cohorts continues. Longitudinal data are available from seniors in 1972, 1982, & 1992, and for students who have just started their postsecondary education and who just finished the baccalaureate.

19. Schools and Staffing Survey
Education Statistics Services Institute, American Institutes for Research

Contact: Benjamin Cohen, Education Statistics Services Institute, AIR, 1000 Thomas Jefferson St. NW, Washington, DC 20007; phone: (202) 944-5357; homepage: http://www.air.org/essi/.

The Schools and Staffing Survey (SASS), conducted three times since 1987-88, has been redesigned for 1999-2000 to answer the most salient questions that face education. SASS is representative of K-12 teachers, principals, schools, and school districts at the state and national levels. Also, SASS provides detailed data on both the public and private sectors state-reliable data on public schools and affiliation-reliable data on private schools. Data from charter schools and Bureau of Indian Affairs (BIA) schools are also available.

20. Center for Electronic Records
National Archives and Records Administration

Contact: Theodore J. Hull, Center for Electronic Records, National Archives and Records
The National Archives is the federal agency responsible for preservation of and access to the permanently valuable electronic records of the federal government. The Center for Electronic Records has custody of the permanently valuable computerized records of federal agencies transferred to the National Archives for long-term preservation. The Center has approximately 100,000 computerized data files from over 100 federal agencies in all three branches of the government. Topics reflected in the Center's holdings include agricultural data, attitudinal data, demographic data, environmental data, health and social services data, international data, military data, and scientific and technological data.

21. American Religion Data Archive  
**Purdue University, Department of Sociology & Anthropology**  
*Contact:* Jennifer McKinney, Matt Bahr and Roger Finke, American Religion Data Archive, Department of Sociology and Anthropology, Purdue University, 1365 Stone Hall, West Lafayette, IN 47907-1365; phone: (765) 494-0081; email: archive@sri.soc.purdue.edu; homepage: [http://www.arda.tm/](http://www.arda.tm/).

The American Religion Data Archive (ARDA) is an Internet-based data archive that stores and distributes quantitative data sets from the leading studies on American religion. Supported by the Lilly Endowment and housed at Purdue University, ARDA strives to preserve data files for future use, prepare the data files for immediate public use and make the data files easily accessible to all. The ARDA website allows users to search individual files or groups of data files for topics of interest, conduct basic analysis on-line, select questions for use in their own surveys and download the data files to their own computers. All data files, software, and questions banks downloaded from the ARDA are free of charge.

22. Indicators of Social Justice  
**American Social Indicators**  
*Contact:* Emanuel Smikun, American Social Indicators, 19620 67th Avenue, Fresh Meadows, New York 11365; phone: (718) 454-0428; [http://www.socialindicators.org/](http://www.socialindicators.org/).

American Social Indicators (AMINSO) provides indicators and summary indices of distributive justice, unfair exchange, unequal opportunity, unfair advantage, and unfair disadvantage in social lifestyles, social statuses, attitudes, and socialization in major institutional domains - economic, cultural, and family. Graphic charts of distributive justice are available online where they are presented as social change. In addition, AMINSO can provide all such indicators and indices in regional, generational, social-ecological, and occupational segmentation. Based on General Social Survey data, individual indicators combine between two and five raw GSS variables on five ordinal-scale levels. Stratified indicators of social justice on which summary indices are based specify relative structural positions of social strata within numerous aspects of social behavior. With the help of these indicators one can evaluate quantitatively unfair advantages or disadvantages that various statistical social groups have with respect to other groups of the same
kind and segmentation. These indicators can be effective tools in the analysis of everyday social problems and in evaluating all forms of social intervention.

23. National Medical Expenditure Panel Survey
Agency for Healthcare Research and Quality

Sponsored by the Agency for Healthcare Research and Quality (AHRQ), in conjunction with the National Center for Health Statistics (NCHS), the Medical Expenditure Panel Survey (MEPS) is a vital resource designed to continually provide policymakers, researchers, health care professionals, businesses and others with timely, comprehensive information about the United States population's health, health care utilization, and costs. Through the integration of four components, MEPS collects data on the specific health care services that Americans use, how frequently they use them, the cost of those services and how they are paid, as well as data on the cost, scope, and breadth of private health insurance held by and available to the U. S. population. MEPS is unparalleled for the degree of detail in its data, as well as its ability to link health status and health care to the demographic, employment, economic, family and other characteristics of survey respondents. In addition, MEPS is the only national survey that provides a foundation for estimating the impact of changes in sources of payment, insurance coverage, family status on different economic groups or special populations such as the poor, elderly, veterans, the uninsured, and racial and ethnic minorities. The 1996 full year data, as well as point in time population characteristics for 1996 -1999, is available on the Internet and on CD-ROM.

24. National Hospital Discharge Survey
Division of Health Care Statistics, Hospital Care Statistics Branch
National Center for Health Statistics, Centers for Disease Control and Prevention
Contact: Jennifer Popovic, Division of Health Care Statistics, Hospital Care Statistics Branch, N C HS, 6525 Belcrest Rd, Rm 956, Hyattsville, MD 20782; phone: (301) 458-4321; homepage: http://www.cdc.gov/nchs/about/major/hdasd/nhds.htm/.

The National Hospital Discharge Survey (NHDS) has been conducted annually since 1965 and is a principal source of information on characteristics of inpatients discharged from non-Federal short-stay hospitals in the United States. In 1998, data were collected for 307,000 discharges from 478 hospitals. Data elements include patient demographics, patient medical information (diagnoses, procedures, DRGs), month of admission, number of days of care, expected source of payment, discharge status, geographic region of the hospital, number of hospital beds, & hospital ownership.

25. National Nursing Home Survey and National Home and Hospice Care Survey
Division of Health Care Statistics, Long-Term Care Statistics Branch
National Center for Health Care Statistics, Centers for Disease Control and Prevention
Contact: Barbara Haupt, Division of Health Care Statistics, Centers for Disease Control and Prevention, 6525 Belcrest Road, Room 952, Hyattsville, MD 20782; phone: (301) 458-4263.

The National Nursing Home Survey (NNHS) is a sample survey conducted periodically since the early 1970's, most recently in 1999. It provides data on nursing home and related care facilities, their residents, and discharges. Facility data include ownership, certification, bed size, location, affiliation, staffing, charges for care, and services available to residents. Resident and discharge data include basic demographics, functional status, diagnoses, length of stay, sources of payment, and services received. Data are weighted to provide national estimates.

The National Home and Hospice Care Survey (NHHCS) is a sample survey which been in operation from 1992 to most recently in 1998. It provides data on home health agencies and hospices and their current patients and discharges. Agency data include ownership, certification, location, affiliation, and services available to patients. Patient and discharge data include basic demographics, living arrangements, functional status, diagnoses, caregiver information, referral source, length of stay, source of payment, services received, service providers, and reason for discharge on all discharges.

26. Reproductive Statistics Branch: Natality Data
National Center for Health Statistics, Centers for Disease Control and Prevention
Contact: Stephanie J. Ventura, Centers for Disease Control and Prevention, NCHS, 6525 Belcrest Rd, Rm 820, Hyattsville, MD 20782-2003; ph: (301) 458-4547; email: SVentura@cdc.gov.

The National Center for Health Statistics (NCHS) collects and publishes information on a wide variety of demographic and health characteristics reported on the birth certificate for all births occurring in the United States. Information from birth certificates registered in the health departments of all states, New York City, the District of Columbia, and the territories, is provided to NCHS through the Vital Statistics Cooperative Program. Data are collected continuously. NCHS publishes preliminary and final data reports annually. Public-use data files are available beginning with the 1968 data year; a compressed data file is available on CD-ROMs for data years 1990-98. A variety of special reports is available on specific topics, including most recently, teenage birth patterns, pregnancy rates, attendant at birth, method of delivery, obstetric interventions, twin and triplet births, smoking during pregnancy, and Hispanic-origin births.

Demographic characteristics available in the natality file include age, race, Hispanic origin, education, birthplace, marital status, residence, live-birth order, sex, and month and day of birth. Health information includes month prenatal care began, number of prenatal visits, medical risk factors, tobacco use, alcohol use, obstetric procedures, attendant at birth, place of delivery, method of delivery, complications of labor and/or delivery, period of gestation, birthweight, Apgar score, abnormal conditions of the newborn, congenital anomalies, and plurality.

27. Mortality Statistics Branch: Mortality Data
Division of Vital Statistics, National Center for Health Statistics
Contact: Donna L. Hoyert, Mortality Statistics Branch, Division of Vital Statistics, Centers for Disease Control and Prevention, National Center for Health Statistics, 6525 Belcrest Road, Room
Selected mortality data from the National Center for Health Statistics (NCHS) will be profiled. National, state and local mortality data from NCHS are available from vital records filed in each of the states for deaths of all ages, including infants. Similar data is available for fetal deaths, and the linked file combines birth and death data.

Data are released in publications, tapes, CD-ROMS, CDC WONDER (a general-purpose health and communications system that can be accessed via the world wide web), and the Internet. Beginning with data for 1999 deaths, the latest classification of deaths and a new standard population will be implemented. These changes have implications for comparisons across years.

28. National Ambulatory Medical Care Survey and National Hospital Ambulatory Medical Care Survey
Division of Health Care Statistics, Ambulatory Care Statistics Branch
National Center for Health Statistics, Centers for Disease Control and Prevention
Contact: David Woodwell, Division of Health Care Statistics, Ambulatory Care Statistics Branch, Centers for Disease Control and Prevention, NCHS, 6525 Belcrest Rd, Rm 952, Hyattsville, MD 20782; ph: (301) 458-4592; webpage: http://www.cdc.gov/nchs/about/major/ahcd/ahcd1.htm/.

The National Ambulatory Medical Care Survey (NAMCS), conducted periodically from 1973-85 and annually since 1989, collects data on a sample of visits from a national sample of non-federal, office-based physicians. In 1998, data were collected on approximately 23,000 visits from 2,500 physicians. The survey provides information on the characteristics of the patient, the physician practice, and the visit. The National Hospital Ambulatory Medical Care Survey (NHAMCS), conducted annually since 1992, collects similar data from a national sample of emergency (ED) and outpatient departments (OPD) in general and short-stay hospitals. In 1998, data were collected on approximately 24,000 ED visits and 29,000 OPD visits.

29. Data Dissemination Branch
National Center for Health Statistics, Centers for Disease Control and Prevention
Contact: Linda R. Washington, Data Dissemination Branch, Centers for Disease Control and Prevention, NCHS, 6525 Belcrest Rd, Rm 1064, Hyattsville, MD 20785; ph: (301) 458-4526; webpage: http://www.cdc.gov/nchs/.

Data are available from NCHS in published form and electronically, including public-use data files, CD-ROMs, diskettes, and through the Internet.

30. National Survey of Family Growth
Reproductive Statistics Branch
National Center for Health Statistics, Centers for Disease Control and Prevention
Contact: Joyce Abma, Reproductive Statistics Branch, Centers for Disease Control and

31. The National Health Interview Survey
Division of Health Interview Statistics
National Center for Health Statistics, Centers for Disease Control and Prevention

The National Health Interview Survey (NHIS) is a multi-purpose health survey conducted by the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention (CDC). The NHIS is the principal source of information on the health of the civilian, non-institutionalized household population of the United States. The NHIS has been conducted continuously since 1957. The data are used to monitor major health trends and to evaluate federal health policies. In 1997, the NHIS underwent a major questionnaire revision to improve the relevance of the data; for example, the survey now includes annual data on expanded socio-demographics, family relationships, income resources, health insurance, and health care access. Public use data from the NHIS are released annually via CD-ROM and the Internet.

32. Behavioral Risk Factor Surveillance System
Division of Adult and Community Health
Centers for Disease Control and Prevention
Contact: Deborah Holtzman, Division of Adult and Community Health, Centers for Disease Control and Prevention, Mailstop K-47, 4770 Buford Highway, NE, Atlanta, GA 30341; phone: (770) 488-2466; homepage: http://www.cdc.gov/nccdphp/brfss/

This exhibit features the Behavioral Risk Factor Surveillance System (BRFSS), a unique, state-based surveillance system, currently active in all 50 states, the District of Columbia, and three U.S. territories. For almost two decades, the Centers for Disease Control and Prevention (CDC) in collaboration with state health departments has conducted telephone surveys of U.S. adults to estimate the prevalence of behaviors linked to specific health problems. The BRFSS was designed to gather information on behaviors, practices, and attitudes related to issues such as, health status and access to care, tobacco and alcohol use, dietary patterns, physical activity, injury control, women's health, use of clinical preventive services, and HIV. Every month, a representative sample of persons 18 years and older is selected for interview in each participating state and
territory. The BRFSS provides data for many purposes including assessing risks for chronic
diseases, identifying sociodemographic patterns and trends in health-related behaviors, designing
and monitoring health interventions and services, addressing emerging health issues, and
measuring progress toward achieving state and national health objectives.

33. Census Data in the Classroom: The Social Science Data Analysis Network
Contact: William Frey, 2nd Floor, 1250 Fourth Street, Santa Monica, CA 90401, homepage:
www.ssdan.net/.

Workbooks, computer diskettes, Internet, and on-line access to undergraduate teaching materials
are available through the Social Science Data Analysis Network (SSDAN). Funded by the
National Science Foundation (NSF), the Network enables college teachers to introduce "user-
friendly" analysis of census data in their classes. Tailor-made data sets, from the 1950 through
1990 U.S. Censuses, and the 1999 Current Population Survey, can be used in a variety of social
science classes dealing with topics such as: race/ethnicity, immigration, gender studies, marriage,
households and poverty, income inequality, children, the elderly and others.

34. Public Data Queries, Inc.
Contact: Albert F. Anderson, Public Data Queries, Inc., 310 Depot Street, Suite C, Ann Harbor,
Michigan 48104; phone: (734) 213-4964 x309; homepage: http://www.pdq.com/.

Public Data Queries, Inc., formed in 1993 and funded in part by small business grants from the
National Institute of Child Health and Human Development (NICHD) and the National Institute
on Aging (NIA), will demonstrate PDQ-Explore, a data information system that provides
interactive access to very large micro-data files such as the Public Use Micro-data Samples
(PUMS) and Current Population Surveys (CPS) from the U.S. Bureau of the Census. Tabulations,
summary statistics, correlations, and extracts can be generated in seconds from data sets with
record counts ranging to tens of millions.
35. Population Division Surveys
U.S. Census Bureau
Contact: U.S. Census Bureau, Population Division, Washington, DC 20233; phone: (301) 457-2422; e-mail: pop@census.gov; homepage: http://www.census.gov.

The Population Division of the U.S. Census Bureau provides information about five of its major data resources: 1) The Current Population Survey, 2) the Survey of Income and Program Participation, 3) the Survey of Program Dynamics, 4) the American Community Survey, and the 5) Population Estimates and Projections Program. Specific information about each data source are available on-line, including: survey design, advantages of each data source, types of data files available, and reports written from each source.

36. Consortium of Social Science Associations and Council of Professional Associations on Federal Statistics
Contact: David Hess, Consortium of Social Science Assoc., 1522, K St, NW, Suite 836, Washington, DC 20005; ph: (202) 842-3525; webpage; http://members.aol.com/socscience/COSSAindex.htm/.

The Council of Professional Associations on Federal Statistics (COPAFS) is an independent organization established to act as an advocate for the development and dissemination of high-quality federal statistics. Through COPAFS, members have an opportunity to review and have an impact on issues including timeliness, quality, confidentiality, and relevance. One of the major goals is to make members of the federal statistical agencies aware of the needs of data users. COPAFS identifies areas where improvements are needed on federal statistical programs and suggests strategies to bring about these improvements. COSSA lobbies Congress and the Executive Branch on issues affecting the social and behavioral science portfolios of the National Science Foundation, the National Institutes of Health, the Departments of Agriculture, Commerce, Education, Justice, and Labor, and many other federal agencies.

37. Integrated Public Use Microdata Series
University of Minnesota, History Department
Contact: Catherine Fitch and Susan Brower, University of Minnesota, History Department, 614 Social Science Building, 267 19th Avenue South, Minneapolis, MN 55455; phone: (612) 624-5818; homepage: http://www.ipums.umn.edu/.

The Integrated Public Use Microdata Series (IPUMS) consists of 25 high-precision samples of the American population drawn from thirteen federal censuses, spanning 1850 to 1990. The IPUMS assigns uniform codes across all the samples and brings relevant documentation into a coherent form to facilitate analysis of social and economic change. All data and documentation are available from the above website address.
38. American FactFinder
U.S. Census Bureau
Contact: U.S. Census Bureau, Marketing Services Office, Room 3019-3, Washington, DC 20233-0800; phone: (301) 457-3110.

The American FactFinder, or AFF, is the Census Bureau's main on-line data dissemination tool. Located on the Census Bureau homepage at http://www.census.gov, AFF is rapidly evolving to become the one place to find all the demographic, economic, and other statistics that users need. AFF allows the researcher to navigate through six main user areas: Community Profiles, Population and Housing Facts, Products, Maps, Industry and Business Facts, and the Search function.

39. Other websites with useful data in conducting research for class assignments.

United Nations Fund for Population Activities (http://www.unfpa.org) is a great source for information on global population problems and policies.


Population Action International (http://www.populationaction.org) is another good source of information on population growth and the efforts to control it.

The International Data Base run through the Census Bureau (http://www.census.gov/ipc/www/idbnew.html) provides demographic and socioeconomic data and projections from 227 countries.

Population Reference Bureau (http://www.prb.org) provides has tools for the provision of basic demographic data for counties and regions in addition to the abundant commentaries.

World Resources Institute Earth Trends website (http://earthtrends.wri.org) provides tons of very accessible information on environmental conditions around the world and the impact of population conditions on the environment.

Country Epidemiologistcal Fact Sheets (http://www.who.int/emc-hiv/fact_sheets) provides the most recent data on HIV/AIDS prevalence and incidence.

PRB’s PopNet (http://www.popnet.org) web site is also useful.
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