

Population Economics
Econ 317
Fall 2018

Section ID 76965: 9:30-10:45am, T&R, Clark C337
Section ID 79224: 11:00-12:15am, T&R Eddy 200

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Course Description

This course is an introduction to population issues from an economic perspective. Population issues examined include: population growth and national accounts, the demographic transition, the economic determinants of mortality and morbidity, and fertility, age structure and the demographic dividend, the economics of family structure and intra-household allocation of resources, and the economic sources and consequences of migration.

Course Objectives

1. Inventory the concepts, theories, and methods of economic demography.
2. Examine key variables of the balancing equation.
3. Learn how economists and demographers use statistics to understand economic behavior.
4. Analyze economic and demographic data.
5. Consider how public policies affect population economic outcomes.

Required Text and Readings

John R. Weeks. 2015. *Population* (12th Edition). Belmont, CA: Wadsworth, Thompson Learning, Inc.

David E. Bloom, David Canning, Jaypee Sevilla. 2003. *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change*. Santa Monica, CA: Rand Corporation

Research Articles on Canvas

Evaluation

The final grade in this course is determined by performance on three exams (25 points each), five problem sets (3 points each), three population economic articles summaries (1.5 points each), and class discussion, participation, and random quizzes (5.5 points).

Exams

Three exams are required. Exams cover assigned readings, lectures, films, and distributed materials. Exams are a combination of multiple choice questions, essay questions, and quantitative exercises. Each exam is worth 25 percent of the final grade. Exams dates will be announced two weeks in advance.

Problems Sets and Quantitative Exercises

Five problem assignments are required. Assignments involve quantitative analysis of demographic and economic data. Problem sets introduce students to basic techniques for evaluating relationships between population and economic variables, life tables and mortality analysis, fertility indices, migration indices and

models, linear and cohort component forecasting, the balancing equation, and spatial econometrics. Each assignment is worth 3 percent of the final grade.

Population Economic Articles

You are required to find and summarize three articles that appear in the mainstream media on population economics. By mainstream media we mean reputable newspapers and magazines like the New York Times, the Wall Street Journal, the Globe and Mail, the Economist magazine, the Boston Globe, and the Washington Post, to name a few. Studies in population economics can cover many topics, including: mortality, morbidity, fertility, migration, population structure and distribution, income inequality, family structure, labor markets, urbanization, and processes of economic change. Written summaries should be at least four full paragraphs in length, detailing (where possible) methodologies of data collection and analysis, and economic implications of the study highlighted in the mainstream press. Staple your summary to the article summarized. Acts of plagiarism will result in a score of zero. Each summary is worth 1.5 percent of the final grade.

Discussion, Participation, and Random Quizzes

In some class periods, assigned students will be responsible for leading class discussion. This involves 30-40 minute presentation of the assigned reading. Students leading class discussion are responsible for providing a pdf summary of their presentation. Occasionally, a quiz will be given at the beginning of the class period covering assigned readings. Discussion, participation, and random quizzes are worth 5.5 percent of final grade.

Grade Scale

A+	96-100 points	A	90-96 points
A-	89 points	B+	87-88 points
B	80-86 points	B-	79 points
C+	77-78 points	C	70-76 points
D	60-69 points	F	less than 60 points

Accommodation for Students with Disabilities

If you require special accommodation to complete course requirements, please provide documentation and verification from the office of Resources for Disabled Students (see <http://rds.colostate.edu>).

Expect Effort Distribution (Weekly)

Attend class (3 hours), reading assignments (2 hours), and problem sets/test preparation/article summaries (4 hours).

Title IX Statement

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality

possible while also ensuring student and campus safety. Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Academic Integrity

This course adheres to the Academic Integrity Policy of the General Catalog and the Student Conduct Code. As per university policy “Any student found responsible for having engaged in academic dishonesty will be subject to an academic penalty and/or University disciplinary action.” (General Catalog 2014-2015, Section 1.6.). Any academic dishonesty in this course may result in a grade of “F” for the course and may be reported to the Office of Conflict Resolution and Student Conduct Services. Please beware that the General Catalog identifies the following examples of academic dishonesty: cheating in classroom, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of acts of academic dishonesty. Plagiarism is defined as: “Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.” (General Catalog 2014-2015, Section 1.6.).

Copyright Statement

“Please do not share material from this course in online, print or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law & the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.”

Course Structure

Section 1: Introduction to Population Economics and a Tour of Global Population Trends

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapters 1 and 2*

David E. Bloom, David Canning, Jaypee Sevilla. 2003. *The Demographic Dividend A New Perspective on the Economic Consequences of Population Change*. Santa Monica, CA: Rand Corporation, pp. 1-125

Partha Dasgupta. 1995. The Population Problem: Theory and Evidence. *Journal of Economic Literature*, XXXIII: 1879-1902

Section 2: Perspectives in Economic Demography

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 3*

Ronald Lee. 2003. The demographic transition: Three centuries of fundamental change. *Journal of Economic Perspectives*, 17:167-190

Garrett Hardin. The Tragedy of the Commons. *Science*, 162: 1243-1248.

Section 3: Demographic and Economic Data

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 4*

Section 4: Economics of Mortality and Morbidity

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 5*

David Cutler, Angus Deaton and Adriana Lleras-Muney. 2006. The Determinants of Mortality. *Journal of Economic Perspectives*. 20: 97-120

David N. Weil. 2013. Health and Economic Growth. *The Handbook of Economic Growth*. Pages 1-31

Rati Ram and Theodore W. Schultz. 1979. Life Span, Health, Savings and Productivity. *Economic Development and Cultural Change*, 27: 399-421.

James Smith. 1999. Healthy Bodies and Thick Wallets: The Dual Relation between Health and Economic Status. *Journal of Economic Perspectives*, 13: 145-166.

Anne Case and Angus Deaton. 2015. Rising Morbidity and Mortality in Midlife among White Non-Hispanic Americans in the 21st Century. *Proceedings of the National Academy of Sciences*, 112 (49): 15078-15083.

Section 5: Economics of Fertility

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 6*
Timothy W. Guinnane. 2011. The Historical Fertility Transition: A Guide for Economists. *Journal of Economic Literature*. 49:3, 589-614

Quamrul H. Ashraf, David N. Weil, and Joshua Wilde. 2013. The Effect of Fertility Reduction on Economic Growth. *Population and Development Review*, 39(1): 97-130.

James Feyrer, Bruce Sacerdote and Ariel Stern. 2009. Will the Stork Return to Europe and Japan? Understanding Fertility within Developed Nations. *Journal of Economic Perspectives*, 22: 3-22.

Section 6: Economics of Migration

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 7*

Everett Lee. 1966. A Theory of Migration. *Demography*, 3: 47-57.

Raven Molloy, Christopher L. Smith, and Abigail Wozniak. 2011. Internal Migration in the United States. *Journal of Economic Perspectives*, 25, (3): 173-196.

Michael A. Clemens. 2011. Economics and Emigration: Trillion-Dollar Bills on the Sidewalk? *Journal of Economic Perspectives*, 25(3): 83-106.

Section 7: Economics of Age and Sex Structure

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 8*

Richard Easterlin, Christine Schaeffer and Diane Macunovich. 1993. Will Baby Boomers Be Less Well Off Than Their Parents? Income, Wealth, and Family Circumstances Over the Life Cycle in the United States. *Population and Development Review*, 19: 497-522.

John Bongaarts. 2004. Population Aging and the Rising Cost of Public Pensions. *Population and Development Review*, 30:1-23.

Siwan Anderson. 2007. The Economics of Dowry and Brideprice. *Journal of Economic Perspectives*, 21: 151-174.

Nicole Maestas and Julie Zissimopoulos. 2010. How Longer Work Lives Ease the Crunch of Population Aging. *Journal of Economic Perspectives*, Vol. 24(1): 139-160

Section 8: Family, Household, and Gender Economics

John R. Weeks. 2015. Population. Belmont, CA: Wadsworth, Thompson Learning, Inc. *Chapter 10*

Betsy Stevenson and Justin Wolfers. 2007. Marriage and Divorce: Changes and their Driving Forces. *Journal of Economic Perspectives*. 21(2): 27-52.

M.V. Lee Badgett and Nancy Folbre. 1999. Assigning Care: Gender norms and economic outcomes. *International Labour Review*, 138: 311-326.

Nancy Folbre 2008. Public spending on children in the U.S. In *Valuing Children: Rethinking the Economics of the Family*, Cambridge, MA: Harvard University Press, 2008, pp. 139-177.

Monica Das Gupta. 2005. Explaining Asia's 'Missing Women': A New Look at the Data. *Population and Development Review*, 31: 529-535.