

Ronald Lee  
January 22, 2013  
642-4535  
rlee@demog.berkeley.edu

sign-up for **Office Hours** at  
<http://www.wejoinin.com/sheets/lucip>  
Tues: 3:45-4 (drop in), 4-5  
Thurs: 3:45-5 (except on  
Feb. 7, Mar. 7, Apr. 4, and May 2)  
in 2232 Piedmont Ave., Room 202

## ECONOMICS 175/DEMOGRAPHY 175—ECONOMIC DEMOGRAPHY

**Contents of Syllabus.** The syllabus can be found on bSpace, on Piazza, and on the Demography Dept website.

1. Description of Course: Content, Exams, Problem Sets, Reader, Grading, Optional Sections, Website
2. Term Project: Description, Ideas, Do's and Don'ts
3. Schedules: GSI Office Hours, Optional Sections, Computer Lab Sessions, Class Meetings
4. Statement of Goals of This Class: What skills will you learn?
5. Reading List

This course will examine various economic and social causes and consequences of population change in an international context. The consequences studied will include the economic impact of immigrants on US workers and taxpayers, the growing pension burden as populations age, the effect of population growth on economic growth, and environmental consequences of population growth. The course will also examine the economic causes of demographic behavior including fertility, marriage, and labor supply. How have the functions of the family changed during the course of economic development, and how do they continue to change today? Why have divorce and extramarital fertility risen so much, while fertility has fallen way below replacement in many countries and marriages are postponed to later ages or foregone altogether? How are these profound changes in family life related to the changing economic roles of women and to economic growth? Finally, the course will consider whether there is a gap between individual and societal net benefits to childbearing which would provide grounds for government intervention to alter birth rates.

You can enroll for this class either as Economics C175 or as Demography C175; these are one and the same class, and both count towards an Economics major or a Demography minor in exactly the same way. The class meets in F295 Haas on **Tuesdays and Thursdays from 2:10 to 3:30**. The instructor is Ronald Lee. His office hours are **Tuesday 3:45-4 (drop in) and 4-5 (sign-up at <http://www.wejoinin.com/sheets/lucip>) and Thursday 3:45-5** (except first Thursdays of the month, i.e. Feb. 7, Mar. 7, Apr. 4, and May 2) **in Room 202, 2232 Piedmont Ave.** You can also catch him immediately after class on Tuesdays and Thursdays for short discussions in the hall or on the walk back to his office. He can be reached at 642-4535 or by e-mail at [rlee@demog.berkeley.edu](mailto:rlee@demog.berkeley.edu). **Class attendance is very important**; there is material presented in lecture that is not included in the readings.

There will be a **midterm examination** (scheduled for **Tuesday, March 12th**, on the 15th class meeting) and a **final examination**, based on the readings and the lectures, on **Monday, May 13th**, from 11:30–1:10 pm at the start time listed in the official exam schedule, but shorter than listed. In addition, there will be a **term paper** due on **Friday, April 5th at noon**, described below. There will be an opportunity to revise your paper in response to grader's comments. **Short problem sets** (five) will also be assigned and discussed throughout the term. Problem sets will be discussed in the optional sections (see below). I will hold special optional review sessions before the Midterm and Final exams. Grades will be based 28% on the midterm, 25% on the research project, 30% on the final, 12% on problem sets, and 5% on iClicker responses to questions in class. This grading scheme may be altered.

**Accommodation of religious creed.** Please carefully read the class schedule. If you need to request an alternative time for an exam to accommodate your religious creed, please **submit a request directly to Professor Lee by the end of the second week of the semester**. Likewise, notify the instructor in writing (email is fine) by the end of the second week of the semester of any potential extracurricular conflict (athletics or other competition, performance, or interviews) and recommend a solution.

There will be **optional one-hour discussion sections held each week** for this class, led by GSIs Aaron Chalfin (Head GSI), Sara Lopus, Julia Goodman, and David Silver. The sections will discuss answers to problem sets, give hands-on lessons on some optional computer topics such as demographic data on the internet or how to construct a population pyramid, and hold student discussions of the material from class and readings. There will be four sections offered each week, from which you

can choose any offered time. You can go each week to whichever section you prefer or to none at all. In the weeks before the final and midterm exams, there will be additional section times offered, from which you can again choose. You do not need to sign up for the section, and you do not need to go to the same section each week. The schedule for sections will be announced in class and posted to bSpace (see below). Class enrollment and grading are completely independent of these sections.

**Teaching Assistants:** Aaron Chalfin (Head GSI), Sara Lopus, Julia Goodman, and David Silver. Office hours and section times to be posted on bSpace. The two best ways to communicate electronically with GSIs are to send e-mail to Aaron Chalfin at [achalfin@berkeley.edu](mailto:achalfin@berkeley.edu) and the Piazza forum.

**Web Site:** There is a course website in bSpace. If you are officially enrolled in the course, then you can get access as described below. If you are not enrolled but are on the waiting list and are attending class, contact Ellen Langer or Traci Lindsey at [175admin@demog.berkeley.edu](mailto:175admin@demog.berkeley.edu) to get guest access to the website.

**Using bSpace:** You will enter bSpace through what is essentially your own “personal space.” You should not have to do anything to create that space initially, just have your CalNet ID and passphrase handy and proceed as follows:

- 1) Go to <http://bSpace.berkeley.edu/portal/login> or simply click on bSpace on the UC Berkeley home page.
- 2) Choose the option “Login through CalNet.”
- 3) Enter your own CalNet ID and passphrase, and press Enter. You will see a series of tabs representing courses for which you are enrolled. Only those courses which have bSpace sites will appear.
- 4) Click on the tab labeled Demog C175 or Econ C175 to enter the site for this class.

If you encounter any problems, please contact Ellen Langer or Traci Lindsey at [175admin@demog.berkeley.edu](mailto:175admin@demog.berkeley.edu).

Once you have entered the course website for C175, a home page will appear, with areas devoted to the general course description and to recent announcements, discussion, and chat room items. **Please check the website from time to time for important announcements** such as schedule changes, new features, etc. On the left side of the screen, you will find a sidebar **menu** which gives access to this **Syllabus** and other features, including a **Schedule** (which will include assignment due dates, midterm and final exam dates and times, office hours, etc.), the **Chat room**, **Assignments**, and **Resources** (which will include a glossary of relevant terms, old exams, etc.). Please check under **Announcements** if you are not sure where to find a newly posted item. **Office hours** will also be displayed on the Home Page.

**Readings:** All readings are required. Most readings are available online and may be accessed through the links included below. Most links can be clicked to open, but a few may need to be copied and pasted. You can access these readings on campus. From off campus you will need to set up a library proxy server as explained at [http://www.lib.berkeley.edu/Help/connecting\\_off\\_campus.html](http://www.lib.berkeley.edu/Help/connecting_off_campus.html). Some other readings are not available on-line and are instead in a small course reader for sale at Copy Central (2560 Bancroft). It can be bought either as a digital reader or as a printed reader.

**iClicker:** This class requires that you purchase an iClicker and bring it to each class meeting. The iClicker will permit you to respond wirelessly to questions asked in class. Your answers will automatically be recorded and combined with those of other students in charts displayed on the screen. Some of the questions will be substantive questions about class material. Some of them will be survey questions about your own demographic background. Some may ask basic questions about assigned readings. Your participation by responding to iClicker questions counts for 5% of the class grade; participation counts whether your answer is right or wrong. The purpose of the iClicker is to enrich the lecture, to let all students participate despite this being a large lecture class, and to get you, the student, more actively involved in the class. iClickers can be purchased at the ASUC store (\$40.00 new, \$30 used; available also as rentals, \$30 new rental, \$15 used rental) or elsewhere (they are available new from Amazon.com for \$35 or less). Once you have bought your iClicker, register it online at <http://www.iclicker.com/registration/>. This will link your clicker to your name and class records and ensure that your responses are recorded. STUDENTS MAY NOT RESPOND ON MORE THAN ONE CLICKER IN THE SAME LECTURE. IF THIS OCCURS ALL STUDENTS INVOLVED WILL BE PENALIZED. We tally iClicker data on a weekly basis and expect to post it on the bSpace site regularly. An announcement will be posted once the iClicker data from the previous week has been uploaded. If you have trouble registering your iClicker, please send an e-mail within the first week of class to [iclicker@demog.berkeley.edu](mailto:iclicker@demog.berkeley.edu). If the serial number is rubbed off or you have other iClicker problems, go to support at the iClicker website (the serial number is also printed in the battery compartment of your clicker).

**Piazza:** Go to [piazza.com/berkeley/spring2013/econdemogc175](http://piazza.com/berkeley/spring2013/econdemogc175) and register. We will use it in place of the bSpace forum.

**Computer Lab:** In some weeks, the optional sections will be held in the SSCL (Social Science Computing Laboratory) in Room 64, Barrows Hall. In addition, students can use this lab on weekdays from 10 a.m. to 5 p.m., when there is no regularly scheduled class in the lab (the room schedule is posted on the door of the lab and will be posted on the course website in a

few weeks). You will be able to login using your CalNet ID and passphrase. When you use this account, be sure to bring a USB storage device so that you can take your work with you. This will enable you to work at other computer facilities on campus. It will also avoid others copying your problem set work off the hard-drive, which would result in a score of zero for both the copying student and the student copied from. For the schedule of optional sections in the computer lab, see the class website on bSpace. **Please arrive promptly for computer sections** as we will not be able to stop midway through our demonstration to give you a login code and get you up to speed.

**Problem Set Policies:** Problems sets will be graded with a check, check plus, or check minus (for 2, 3 or 1 points). One of the five problem sets will be excused, so you can get full credit by turning in only four of them (up to 12 points). We will choose the four best grades out of the five for your grade. Counting only four of the five sets provides for occasions on which you are sick, called out of town for family emergencies, and for other unforeseen events. **Do not squander this free missed problem set!!!** Save it for an emergency. Problem sets will be accepted until **\*\*2:20 pm\*\*** of the day on which they are due, at the Demography Building (2232 Piedmont Ave, box in front hall by main office) or in F295 Hass at the beginning of class. **No late problem sets will be accepted.** For job interviews, and student activities requiring travel, you should simply turn in the problem sets early, before you leave. Cooperative work on the problem sets is fine, but you must write them up independently. **Problem sets from different people containing identical material will get zero credit and may result in disciplinary action.**

**Enrollment:** During the first week of class, enrolled students send an e-mail to [175confirm@demog.berkeley.edu](mailto:175confirm@demog.berkeley.edu) by Friday Jan. 25, to confirm their enrollment. To do this, send an e-mail with CONFIRMATION Your Last Name Your First Name in the **subject line** and the **last four digits of your student ID** in the **body text** of the e-mail.

**EXAMPLE (for already enrolled student):** A student named John Doe, the last four digits of whose student id are 1234, would send an e-mail with the subject line **CONFIRMATION Doe John** and body text **1234**.

Enrolled students who do not do this by **Jan. 25th** will be dropped and their place given to someone on the waiting list. Students do not need to attend any section meeting in order to be enrolled. Section attendance has no bearing on enrollment status or on your grade. **E-mail confirmation of enrollment, however, is required.**

**Waiting List:** During the first week of class, students on the waiting list must send an e-mail to [175waitlist@demog.berkeley.edu](mailto:175waitlist@demog.berkeley.edu) by Friday, Jan. 25th, to confirm their intention to enroll. To do this, send an e-mail with CONFIRMATION WAITLIST Your Last Name Your First Name in the **subject line** and the **last four digits of your student ID** in the **body text** of the e-mail.

**EXAMPLE (for waitlisted student):** A student named John Doe, the last four digits of whose student id are 1234, would send an e-mail with the subject line **CONFIRMATION WAITLIST Doe John** and body text **1234**.

If you are on the waiting list and would like to have access to the bSpace website for the class, please contact Ellen Langer or Traci Lindsey at [175admin@demog.berkeley.edu](mailto:175admin@demog.berkeley.edu). (DO NOT use this e-mail address for either confirmation of enrollment or waitlist confirmation.) **For Demography C175**, enrollment for those on the waiting list is automatic through Telebears as slots become available. Enrollment for **Economics C175** for those on the waiting list is controlled by the Economics Department. Contact the Economics Head Graduate Student Instructor ([headgsi@econ.berkeley.edu](mailto:headgsi@econ.berkeley.edu) in room 534 Evans Hall) to see if you can apply for a class entry code. Be aware that there are limited seats saved for this purpose and other students will be competing for them. The Head GSI will accept paper applications for CECs starting the first day of classes through 5 p.m. Friday, January 27th.

**Academic Honesty:** It is your responsibility to check the student guide to academic honesty at [http://students.berkeley.edu/sas/rtf/guide\\_student.rtf](http://students.berkeley.edu/sas/rtf/guide_student.rtf). The standard penalty for violations of academic integrity in this course will be an F grade for the course.

**Term Project Assignment for Economics C175/Demography C175:** The term project gives you the opportunity to get hands-on experience doing research using demographic data to answer a question of your choosing. In the past, students have found it challenging, but very interesting and rewarding. Many find it their favorite part of the course. Those with statistical skills can use them in the project, but these skills are not necessary. While regression models are not necessary, cross-tabulations, charts, correlations, and other data analysis techniques are useful. The topic of the paper must involve demography, but it does not need to be closely related to any theory presented in class.

Unlike most other papers you may have written, this paper is not a literature review or critique. This is to be a brief paper based on an original analysis of primary data. Do not take your data from a published paper or report which has already

analyzed it. You should draw your own conclusions from your own analysis of the data. If you are not clear on what I mean by this, please ask me in class.

**Choosing a Topic:** There is a wide range of possible topics for your paper. If you are unsure that your topic is appropriate, you should ask a GSI or the professor for approval. Papers could focus on fertility, mortality, migration, education, occupation, marriage, divorce, labor force participation, earnings, wealth holdings, country of birth, or special sub-populations such as those of prisons, universities, or military bases; and so on. Be imaginative! The best papers are not formulaic; rather they are motivated by a question of interest to both the author and the reader. Here are titles of three of the best papers done last year: “Racial Diversity and Hate Crime in The United States 2009,” “Modeling Cohabitation and Teenage Pregnancy Trends: Linear Regression Analysis Based on National Data,” and “Patterns of Small for Gestational Age Births in the United States.”

**Finding and Analyzing Data:** Once you have a broad research question in mind, it may be useful to examine datasets before narrowing your topic question. The population sampled and questions asked place many limitations on the kinds of narrow empirical questions you can answer. On the course website there are links to original datasets (under “Paper Resources”). There will also be special optional sections offered for those of you who would like to learn about data sets available on the Web.

At the Social Science Computer Lab (SSCL), you will be able to access the 2000 US Census in detail, down to the geographic level of groups of blocks. This is better than simply using the Census Web Site. Also, you can access the 1990 Census. In addition, you can access the Great American History Machine, which has data from all US censuses back to the first in 1790, at the geographic level of counties. This data set is best for looking at maps showing how the geographic distribution of variables you choose change from decade to decade over the past 200 years. Another useful data set is IPUMS, which has individual level data from US censuses going back to 1850 and similar data for many other industrial and Third World nations. Using the IPUMS requires a higher level of computer and analytic expertise (beyond spreadsheets), but some students might want to ask a GSI about it. There are also special data sets on time use, health, crime, and many other topics.

Before analyzing your data, it will be necessary to narrow your research topic to a specific empirical question (e.g. a broad topic might be racial segregation and health, whereas a specific empirical question would be “Do African-American children who live in racially homogenous neighborhoods of Chicago have better health outcomes than African-American children who live in integrated neighborhoods of Chicago, even after controlling for family income and health insurance?”). One or two problem sets early in the term will acquaint you with the data sources before you start your paper, as well as with some useful demographic methods.

**Final Paper Format:** Your paper should include an introduction in which you state the thesis clearly and motivate the topic (answer the “why should we care” question). You should also briefly describe what dataset you used, but the bulk of your paper should focus on your analysis of the data and explanation/interpretation of the results you obtained. The conclusion should summarize concisely what you learned about your topic and what further analysis would be needed to answer more definitively the question of interest. Papers should be no more than five printed double-spaced pages, plus references (if any) and any figures and tables (maximum seven) you may want to add. **The first draft of the paper is due on Friday, April 5th, 2013, by 12 noon-in the Demography Building at 2232 Piedmont Ave., or can be turned in earlier in class.** This early due date will prevent the paper from interfering with other activities in the last weeks of term.

**Grading the Paper:** You will receive a grade on this first draft, which will count for half of the overall grade on the paper. If the first version is not submitted on time, your grade on the paper will automatically be reduced by one step for each day (or part thereof) that it is late, e.g., from B+ to B– if it is one day and two hours late. You will also get a separate grade on the revised version, which will ordinarily be no lower than the grade on the first draft and should be higher if you have improved it by revising. This grade on the revised version counts for the other half of the overall grade on the paper. Thus if you get a B– on the first draft and a B+ on the second draft, your overall grade for the paper would be a B, the average of B– and B+. You may choose not to revise your paper, in which case the grade received on your first draft will be your overall grade. (Note: The precise grading scheme used may differ somewhat from that just described.)

**Revision of papers:** Once the papers are returned to you, you will have one week to revise the papers in response to the comments of the graders. Graders will provide constructive feedback on how your paper could be strengthened. **If you choose to revise your paper, the revision will be due Friday, May 3, by 5 p.m.**

**Submit the paper on the web and in hard copy:** Unfortunately, a few students have submitted plagiarized papers in past years, including recycled term papers from previous years, papers copied from published articles, papers purchased on the web, and so on. In this case, students automatically receive a failing grade on the paper and may receive a failing grade in the course as a whole or be subject to other disciplinary action through the campus Office of Judicial Affairs. To avoid these

problems, students are required to submit their papers on a special web site as well as in hard copy. The web site then compares the text to a vast data base, including previous term papers from this and other courses across the country to check for plagiarism.

Some examples of good term papers from previous classes will be posted on bSpace for your use. You can use them for general guidance and inspiration.

### **“Do”s and “Don’t”s for your term projects—Suggestions from a former Head GSI:**

#### **DO**

- Hands-on analysis of demographic data.
- Be a critical thinker. This means not only being skeptical of whether conventional wisdom on your topic agrees with empirical fact, but also being aware of the limitations of your dataset and your own analysis. For example, if you discover that African-American children who live in racially integrated neighborhoods are healthier than other African-American children, the obvious counter-explanation is that African-American parents who can afford to live in integrated neighborhoods can also afford better health insurance. You could then try limiting the sample to privately insured children or children whose families have high incomes to see how your results change.
- Label graphs and charts completely. Give a title that answers what/where/when; label axes; provide a legend if necessary; and include a source note at the bottom, telling where the data came from.
- Cite completely all data used (for websites, this means the complete URL, the date, the organization publishing it). Consult a style manual if you are not sure how to cite a source.
- Feel free to discuss your paper topic and whether your data are appropriate with the GSIs or graders. They can help you with data sources, analytical methods, and topic development. This can be done by e-mail or in person.
- Remember that “data” is plural and “datum” is singular.
- Be consistent with past and present voice when describing your analysis and results.
- Proofread your papers. Have a friend proofread your papers.
- Make sure you give your data the "common sense" test. It is possible to make a computing or data downloading mistake that gives you impossible results. (An example of this is showing a per capita annual income of \$42. This is nonsense and is the result of a computing mistake somewhere. Also, many students make simple mistakes on population pyramids. Be careful and proofread!)
- Investigate interesting data sources such as IPUMS, state and local government agencies, companies, international sources, research organizations, etc.
- Think about the reader when making tables and graphs. Are they easy to read? Is there a better, clearer way to display the same information? Learning to do this well is an important skill that will help you throughout your career.

#### **DON'T**

- Don't use secondary data presented in a published paper. Use original source data. (You can cite data in a published paper as long as it is not your main data source.)
- Don't write a boring and formulaic paper. This is your chance to investigate a topic of interest to you, and it will be much more enjoyable to write (and thus to read) if you are interested in your own results.
- Don't wait until the last minute to look for data. You may not be able to find what you need, and then you will be forced to pick a topic based only on what data you can find. This is a recipe for a boring paper.

**Demography/Economics 175**  
**Spring 2013**

(Note: This schedule is subject to change. Please see course website for updates)

Week	Tuesday	Thursday
<b>1</b>	22 Jan No sections this week.	24 Jan No sections this week. Hand out PS1.
<b>2</b>	29 Jan Computer sections this week (see separate schedule for places & times)	31 Jan Computer sections this week (see separate schedule for places & times)
<b>3</b>	05 Feb <b>PS1 DUE by 2:20 pm</b> ; Hand out PS2.	07 Feb
<b>4</b>	12 Feb Computer sections this week (see separate schedule for places & times)	14 Feb Computer sections this week (see separate schedule for places & times) Return PS1.
<b>5</b>	19 Feb <b>PS2 DUE by 2:20 pm</b> ; Hand out PS3.	21 Feb
<b>6</b>	26 Feb	28 Feb
<b>7</b>	05 Mar <b>PS3 DUE by 2:00 pm</b> ; Return PS2.	07 Mar Answer key for P3 posted to bSpace.
<b>8</b>	12 Mar No sections today. <b>MIDTERM 2-3:30pm</b> NOTE: <b>Midterm Review</b> with Prof. Lee <b>Monday, March 11, 5:30-7</b> (Location TBA) Hand out PS4.	14 Mar
<b>9</b>	19 Mar Return PS 3.	21 Mar <b>PS4 DUE by 2:20 pm</b> No afternoon sectionsbb.
<b>10</b>	<b>SPRING RECESS</b>	<b>SPRING RECESS</b>
<b>11</b>	02 Apr	04 Apr Return Midterm; see website for section and office hour schedule <b>PAPER DUE Friday, April 5<sup>th</sup>, by 12 noon</b> in 2232 Piedmont Ave.
<b>12</b>	09 Apr See website for additional office hours for paper help.	11 Apr
<b>13</b>	16 Apr Hand out PS5; return PS 4.	18 Apr
<b>14</b>	23 Apr	25 Apr Return papers <b>PS5 DUE by 2:20 pm</b>
<b>15</b>	30 Apr	02 May Presentation of Selected Student Papers. <b>Revised Term PAPER DUE FRIDAY MAY 3 by 5 p.m.</b>
<b>16</b>	07 May <b>Optional!</b> <b>Reading/Review/Recitation Location TBA</b> Presentation of Selected Student Papers and Review. PS5 available for pickup in 2232 Piedmont.	09 May
FINAL	NOTE: <b>Final Exam Review</b> with Prof. Lee, <b>Sunday, May 12, 4-6 p.m.</b> (Location TBA) <b>MONDAY, MAY 13, 2013 11:30am-1:10pm</b>	

**Goals of this Course**

As part of Berkeley's Undergraduate Student Learning Initiative (USLI), the Economics Department has developed learning goals for the Economics major. (See [http://emlab.berkeley.edu/econ/ugrad/ugrad\\_goals.shtml](http://emlab.berkeley.edu/econ/ugrad/ugrad_goals.shtml)).

The specific learning goals for this course include:

CT1. Apply economic analysis to evaluate everyday problems.

QT1. Understand how to use empirical evidence to evaluate an economic argument.

QT2. Interpret statistical results.

QT4. Obtain and/or collect relevant data using specific qualitative and/or quantitative research methods.

CS1. Communicate effectively in written, spoken, and graphical form about specific economic issues.

CS2. Formulate a well-organized written argument supported by evidence.

LL2. Know how to locate and use primary data sources (e.g., BLS Household Survey, UN Human Development Index)

Instructor: Ronald Lee  
University of California, Berkeley  
January 22, 2013  
Office Phone: 642-4535  
email: [rlee@demog.berkeley.edu](mailto:rlee@demog.berkeley.edu)

**OFFICE HOURS** in 2232 Piedmont Ave., Room 202  
Tues: 3:45-4 (drop in), 4-5 (sign-up at  
<http://www.wejoinin.com/sheets/lucip>)  
Thurs: 3:45-5  
Except Feb. 6, Mar. 6, Apr. 4, and May 2

Economics/Demography C175: Economic Demography

## READING LIST

All readings are required. Most readings are available online and may be accessed through the links included below. Most links can be clicked to open, but a few may need to be copied and pasted. Some other readings are not available on-line and are instead in a small course reader for sale at Copy Central (2560 Bancroft). It can be bought either as a digital reader or as a printed reader. An iClicker is also required for the course.

### **I. Introduction: The World Demographic Situation and Its Consequences**

#### **A. Population in the news media**

“A tale of three islands. The world’s population will reach 7 billion at the end of October. Don’t panic,” *The Economist* (October 22, 2011). <http://www.economist.com/node/21533364>

David Leonhardt (2012) “Is Simple Demography Behind the Weak Economy?” (*New York Times*, August 17) (Short column) <http://economix.blogs.nytimes.com/2012/08/17/demographic-changes-a-key-factor-in-slowing-economic-growth/>

David Leonhardt (2012) “Old vs. Young” (*New York Times*, June 22) (Short column.)  
[http://www.nytimes.com/2012/06/24/opinion/sunday/the-generation-gap-is-back.html?\\_r=1&](http://www.nytimes.com/2012/06/24/opinion/sunday/the-generation-gap-is-back.html?_r=1&)

Nancy Folbre (2012) “Social Security and the Stork” (*New York Times*, JULY 9) (Short column)  
<http://economix.blogs.nytimes.com/2012/07/09/social-security-and-the-stork/>

Ross Douhat (2012) “More Babies Please” (*New York Times*, December 2) (Short column)  
<http://www.nytimes.com/2012/12/02/opinion/sunday/douhat-the-birthrate-and-americas-future.html>

#### **B. Trends in the World Population**

Ronald Lee (2003) “The Demographic Transition: Three Centuries of Fundamental Change,” *Journal of Economic Perspectives* v. 17, n. 4, Fall 2003, pp. 167–190.  
<http://pubs.aeaweb.org/doi/pdfplus/10.1257/089533003772034943>

Alex C Ezeh, John Bongaarts and Blessing Mberu (2012) “Global Population Trends and Policy Options” *The Lancet* (July 10) doi:10.1016/S0140-6736(12)60696-5.  
<http://www.sciencedirect.com/science/article/pii/S0140673612606965>

Cheryl Stauffer “Building Pyramids” *Population Today* v.27 n.5 (May 1999) p.3.  
[http://www.prb.org/pdf/PT\\_may99.pdf](http://www.prb.org/pdf/PT_may99.pdf) and Reader

## II. Changing Economic Roles and the Family

David Brooks, *New York Times* OpEd, November 16, 2012: “The Age of Possibility.”  
<http://www.nytimes.com/2012/11/16/opinion/brooks-the-age-of-possibility.html>

### A. Theories of Changing Family Life

Gary Becker "The Evolution of the Family," Chapter 11 of Gary Becker, *A Treatise On The Family* (Harvard University Press, 1981) pp. 237–256. [Reader]

### B. The Changing Economic Roles of Women in the US and the World

Robert S. Pindyk and Daniel L. Rubinfeld (2009) *Microeconomics* (7<sup>th</sup> edition) pp. 67–88 and 120–122. (These selections present basic consumer theory, including indifference curves, budget constraints, consumer choice, and income and substitution effects. It will be review for those who have taken intermediate microtheory. We will be drawing on this material in several later sections as well.) [Reader]

Claudia Goldin (2006) “The Quiet Revolution That Transformed Women’s Employment, Education, and Family” *American Economic Review* 96(2):1–21. The Ely Lecture. <http://www.nber.org/papers/w11953>

### C. The Changing Family and the Economics of Marriage

Michael J. Brien and Michelle E. Sheran (2003) “The Economics of Marriage and Household Formation” in Shoshana A. Grossbard-Shechtman ed. *Marriage and the Economy* (Cambridge University Press) pp. 37–54. [Reader]

Evelyn L. Lehrer (2003) “The Economics of Divorce” in Shoshana A. Grossbard-Shechtman ed. *Marriage and the Economy* (Cambridge University Press) pp. 55–74. [Reader]

### D. The Economics of Fertility: Quantity–Quality and Value of Time

Gary Becker, "The Demand for Children," Chapter 5 of *A Treatise On The Family*, Harvard University Press (1991) pp. 135–144, 151–154. [Reader]

Myrskylä, Kohler and Billari (2009) Advances in development reverse fertility declines. *Nature*. 460 (741–743).  
<http://www.nature.com/nature/journal/v460/n7256/abs/nature08230.html> (choose pdf or full text on site)

## III. Immigration and Its Consequences for the United States

### A. The Demography of Immigration and the Growth of Minority Populations in the U.S.

Jeffrey S. Passel and D’Vera Cohn “U.S. Population Projections: 2005–2050” Pew Research Center: Social and Demographic Trends, Feb 11, 2008, pp. 1–26, 31–32. <http://www.pewhispanic.org/2008/02/11/us-population-projections-2005-2050/> (choose link to full report)

Jeffrey Passel, Gretchen Livingston and D’Vera Cohn (2012) “Explaining Why Minority Births Now Outnumber White Births” Pew Research Center: Social and Demographic Trends (May 17) (this is a short column, about one page). <http://www.pewsocialtrends.org/2012/05/17/explaining-why-minority-births-now-outnumber-white-births/>

### B. Immigrants in the Labor Force

George Borjas “The Skills of Immigrants”, Chapter 2 of George Borjas (1999) *Heavens Door: Immigration Policy and the American Economy* (Princeton University Press) pp. 19–31. [Reader]

### C. The Economic Consequences of Immigration

Robert S. Pindyck and Daniel L. Rubinfeld (2009) *Microeconomics* (7th edition), “Production with one variable input (labor)”, pp. 198–203. [Reader]

Several of the readings on immigration are in the following book, which will be referred to as NRC: National Research Council (1997) *The New Americans: Economic, Demographic and Fiscal Effects of Immigration* (National Academy Press). James Smith and Barry Edmonston, eds.

NRC, pages 135–142 and pages 151–157. Theoretical perspectives. [Reader]

Michael A. Clemens (2011) “Economics and Emigration: Trillion-Dollar Bills on the Sidewalk” *Journal of Economic Perspectives* v25 n3 (Summer), pp.83-106. Read only pp.83-89.  
<http://www.cgdev.org/content/publications/detail/1425376/> (download pdf on site)

John Kennan (2012) “Open Borders” NBER Working Paper 18307. Read only pp.1-6.  
<http://www.nber.org/papers/w18307> (download pdf on site)

NRC, pages 219–230. Empirical evidence. [Reader]

#### **D. The Fiscal Impact of Immigration**

Ronald Lee (2001) "Immigration: Consequences for Fiscal Developments in the Receiving Population," in *International Encyclopedia of the Social Sciences* Neil J. Smelser and Paul B. Baltes, eds., (Elsevier, Oxford, England) v. 11, p. 7217–7220. [Reader]

#### **E. Immigration Policy**

Douglas S. Massey (2007) “Understanding America’s Immigration ‘Crisis’” *Proceedings of the American Philosophical Society*, v.151 n.3 (September) pp. 309–327. <http://www.jstor.org/stable/4599074>

### **IV. Consequences of Population Growth: The Grand Theories — Optimum, Equilibrium, and Technological Progress**

#### **A. Optimum Population, Wage and Rents**

Review Pindyck and Rubinfeld (2009) pp.198-203, “Production with one variable input (labor)”. Previously read for immigration section. [Reader]

Evsey Domar (1970) “The Causes of Slavery or Serfdom: A Hypothesis” *Journal of Economic History*, 30, pp 18-32. doi:10.1017/S0022050700078566. Read only Part I, pp.18-23. <http://www.jstor.org/stable/2116721>

#### **B. Malthusian Theory: Population Equilibrium and Welfare**

Thomas Malthus (1798) *An Essay on the Principle of Population* (first edition), Chapters 1–2.  
<http://www.gutenberg.org/files/4239/4239-h/4239-h.htm>

Ronald Lee (1980) “An Historical Perspective on Economic Aspects of the Population Explosion: the Case of Pre-industrial England,” in Richard Easterlin, ed., *Population and Economic Change in Developing Countries* (University of Chicago Press). Read only pages 517–520 and 541–546.  
<http://www.nber.org/chapters/c9671.pdf>

#### **C. Population Pressure, Labor Absorption in Agriculture, and Technological Change**

Ester Boserup (1981) *Population and Technological Change* (University of Chicago Press), pp. 3–28. [Reader]

David Malakoff (2011) “Are More People Necessarily A Problem?,” *Science* (July 29) pp. 544-546.  
<http://www.sciencemag.org/content/333/6042/544> (choose pdf or full text)

## V. Population and the Environment

Robert S. Pindyck and Daniel L. Rubinfeld (2009) *Microeconomics* (7th edition) “Malthus and the Food Crisis” pp. 204 to mid p. 205 and “The Long-Run Behavior of Natural Resource Prices” mid p. 30 to mid p.32. [Reader]

Paul R. Ehrlich (2004) “The Human Predicament”, Chapter 1 of *One with Nineveh: Politics, Consumption, and the Human Future* (Island Press), pp. 17–44. [Reader]

David Lam (2011) “How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History,” *Demography*, (November), pp. 1231-1262  
<http://link.springer.com/article/10.1007%2Fs13524-011-0070-z> (choose pdf or full text)

## VI. Population, Savings, and Economic Growth

H. Gregory Mankiw (1994) *Macroeconomics* 2<sup>nd</sup> edition (Worth Publishers, NY), selections from Chapter 4, “Economic Growth” pp. 76–82 and 95–97. [Reader]

## VI. Population Age Distributions and Their Consequences

### A. The Demography of Aging

Jennifer Couzin-Frankel (2011) “A Pitched Battle Over Lifespan”, *Science* (July 29) pp.549-550.  
<http://www.sciencemag.org/content/333/6042/549> (choose pdf or full text)

Dennis Normile (2011) “The Upside of Downsizing”, *Science* (July 29) p.547.  
<http://www.sciencemag.org/content/333/6042/547> (choose pdf or full text)

Chapter 3 “Demographic Trends”, Committee on the Long-Run Macro-Economic Effects of the Aging U.S. Population of the National Academy of Sciences, (in press) *Aging and the Macroeconomy: Long-Term Implications of an Older Population*. [http://www.nap.edu/catalog.php?record\\_id=13465](http://www.nap.edu/catalog.php?record_id=13465)

### B. Retirement: Trends and Causes

Alicia H. Munnell (2011) “What Is the Average Retirement Age?” Center for Retirement Research, Boston College (August, Number 11-11), pp.1-7. [http://crr.bc.edu/wp-content/uploads/2011/08/IB\\_11-11.pdf](http://crr.bc.edu/wp-content/uploads/2011/08/IB_11-11.pdf)

Jonathan Gruber and David Wise (1998) “Social Security and Retirement: An International Comparison,” *American Economic Review* (May) v.88 n.2, pp. 158–163. <http://www.jstor.org/stable/116911>

### C. The Theory of Unfunded Pensions – No Readings, Lecture Only (You can start reading for the next section)

### D. The Fiscal Impact of Population Aging: The Social Security Problem and Health Care

National Research Council and National Academy of Public Administration. (2010). “Options for Social Security”, Chapter 6 in *Choosing the Nation's Fiscal Future*. Committee on the Fiscal Future of the United States. Washington, DC: The National Academies Press. Pp. 105–128.  
[http://www.nap.edu/openbook.php?record\\_id=12808&page=105](http://www.nap.edu/openbook.php?record_id=12808&page=105)

## VIII. The Theoretical Basis for Policy

Garrett Hardin (1968) “The Tragedy of the Commons” *Science* (December) 1243–1248.  
<http://www.cs.wright.edu/~swang/cs409/Hardin.pdf>

- John Bongaarts and Steven Sinding (2011) “Population Policy in Transition in the Developing World” *Science* (July 29), pp.574-576. <http://www.sciencemag.org/content/333/6042/574> (choose pdf or full text)
- Jocelyn Kaiser (2011) “Does Family Planning Bring Down Fertility?” *Science* (July 29) pp.548-549. <http://www.sciencemag.org/content/333/6042/548> (choose pdf or full text)
- Ronald Lee (2001) “Externalities of Childbearing” in *International Encyclopedia of the Social Sciences* Neil J. Smelser and Paul B. Baltes, eds., (Elsevier, Oxford, England) v. 3, pp. 1686–1689. [Reader]