

Econ 317

Population Economics

Professor: Sammy Zahran, PhD

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Office: C-325 Clark Building

Office Hours: T&R 11:00 am -12:00 pm, (or by appointment)

Zoom Office Link: <https://zoom.us/j/95224180102>

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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 the economic sources and consequences of migration.

Class: 2:00-3:15 pm, Military Sciences Room 200

Prerequisite: AREC 202 or ECON 202

Credit Hours: 3

Text 1: *Population*, Wadsworth Publishing, 12th Edition

Authors: Weeks, J.R.; **ISBN-13:** 978-1305094505

Text 2: *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change*, Rand Corporation, 1st Edition

Authors: Bloom, D.E., Canning, D., Sevilla, J.; **ISBN-13:** 0-8330-2926-6

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. Learn to analyze economic and demographic data.
5. Consider how public policies affect population economic outcomes.

Course 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 Economics in Media

Students are required to find and summarize three articles that appear in the mainstream press on population economics. Mainstream media outlets include 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. Written summaries should be at least four full paragraphs in length, detailing the story and linking explicitly to course materials. 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.

Seminar Discussion and Participation

In some class periods, assigned students will be responsible for leading class discussion. Leading discussion involves a 30-40 minute formal presentation of the assigned reading. Students must be prepared to answer questions from the audience, demonstrating comprehension of the assigned reading. Class discussion and participation are worth 5.5 percent of final grade.

Expected Effort (Weekly)

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

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	≤ 59.99	F

Course Policies:

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.).

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>.

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 (<http://rds.colostate.edu>).

COVID-19 Policy

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location. If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter <https://covid.colostate.edu/reporter/>. If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps. For the latest information about the University's COVID resources and information, please visit the CSU COVID-19 site: <https://covid.colostate.edu/>.

University Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions. *Integrity:* We are accountable for our actions and will act ethically and honestly in all our interactions. *Respect:* We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge. *Service:* We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities. *Justice:* We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Mental Health and Wellness

CSU Health Network Counseling Services has trained professionals who can help should you suffer a mental health condition. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you. Visit <https://health.colostate.edu/about-counseling-services> to learn more and <https://health.colostate.edu/mental-health-resources/> for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students: <https://health.colostate.edu/mental-health-resources/> If you are concerned about a friend or peer, use Tell Someone by calling (970) 491-1350 or visiting <https://supportandsafety.colostate.edu/tell-someone/> to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Reach out and ask for help if you or someone you know is having a difficult time.

Course Structure:

Section 1: Introduction to Population Economics

John R. Weeks. 2015. *Population*. Wadsworth, Thompson Learning. Chapters 1 & 2

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

Section 2: Perspectives in Economic Demography

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

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

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.

Recommended Brett M. Frischmann, Alain Marciano, and Giovanni Battista Ramello. 2019. Tragedy of the Commons after 50 Years *Journal of Economic Perspectives*, 33(4): 211-228.

Section 3: Demographic and Economic Data

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

Michael Bailey et al. 2018. Social Connectedness: Measurement, Determinants, and Effects. *Journal of Economic Perspectives*, 32(3): 259-280

Section 4: Economics of Mortality and Morbidity

John R. Weeks. 2015. *Population*. 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*. 1-31

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

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.

Marcella Alsan, Amitabh Chandra, and Kosali Simon. 2021. The Great Unequalizer: Initial Health Effects of COVID-19 in the United States. *Journal of Economic Perspectives*. 35(3): 25-46

Section 5: Economics of Fertility

John R. Weeks. 2015. *Population*. Wadsworth, Thompson Learning, Chapter 6

Timothy W. Guinnane. 2011. The Historical Fertility Transition: A Guide for Economists. *Journal of Economic Literature*. 49:3, 589-614

Tiloka de Silva and Silvana Tenreyro. 2017. Population Control Policies and Fertility Convergence. *Journal of Economic Perspectives*, 31(4): 205-228.

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*. 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.

Section 7: Economics of Aging

John R. Weeks. 2015. *Population*. 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.

Karen N. Eggleston and Victor R. Fuchs. 2012. The New Demographic Transition: Most Gains in Life Expectancy Now Realized Late in Life. *Journal of Economic Perspectives*, 26(3): 137-156.

Claudia Olivetti and Barbara Petrongolo. 2017. The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries. *Journal of Economic Perspectives*, 31(1): 205- 230.