ECONOMICS OF POPULATION (432) ORAL INTENSIVE, BusAd E204 Fall 2014, MW 1:30-2:45

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956-8118
Office hours: MW 3:00-4:00

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<td>Hearings: Privatize Social Security?</td>
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<td>12/10</td>
<td>Review of hearings and course</td>
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<td>Final Examination: Date and time to be announced</td>
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<td>Immigration and Economics of Aging are covered.</td>
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**Course Requirements**

The grade for this course is based on the following requirements:

- Country report: 15%
- Mid-term examination: 20%
- Current Event: 10%
- Hearings/Report: 25%
- Classroom participation: 10%
- Final exam: 20%

Grading of the country report and the hearing testimony and report will be based half on the presentation and half on the written submission. Grading of the presentations will be through written peer evaluation using assessment forms that can be downloaded from the
class website. Peer evaluation will be anonymous to fellow students but known to the course instructor.

Active participation is essential to a successful oral intensive course. Students are expected to attend all presentations by their fellow students, to provide constructive and useful feedback as peer evaluators, and to actively participate in question and answer periods following country reports and hearings.

**Country Reports**
One class lecture will be devoted to presentation skills and to preparing a PowerPoint presentation. Please familiarize yourself with PowerPoint prior to the lecture. Each student will select a country on which to report. The objective of the report is to present an overview of demographic trends and prospects in the assigned country or to highlight an interesting feature of population or population policy in your country. The report will be prepared in Microsoft PowerPoint and students will make an oral presentation of no more than 7 minutes. A printed copy of the PowerPoint presentation must be submitted at the beginning of class on the day of the presentation. Students will be graded on both the content of the report and the presentation. Half the grade will be based on student peer review and half based on grade assigned by the instructor.

At the end of each presentation, approximately 1 minute will be devoted to questions from class members.

**Current Event**
At the beginning of each class after the country reports, one or two students will make a three to four minute presentation on a population related topic based on an article in The Economist, the New York Times, the Wall Street Journal, Science, Nature or a similar publication. The student will be allowed to use a PowerPoint presentation that consists of a single slide.

**Hearings**
Three sets of hearings will be held at the end of the semester on the following issues:

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<th>Pro</th>
<th>Con</th>
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<td>International cooperation to slow world population growth is essential.</td>
<td>No international effort to slow world population growth is needed.</td>
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<tr>
<td>Legal immigration to the US should be substantially reduced</td>
<td>Legal immigration to the US should not be substantially reduced</td>
</tr>
<tr>
<td>The US should privatize social security</td>
<td>The US should not privatize social security</td>
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Hearings will be organized in the form of a debate. The pro team will present followed by the con team. Six minutes per presentation will be allowed. Teams will consist of three or four students. Each student will make an individual presentation, but presenters are expected to coordinate with their “team member/s” to reduce duplication and to achieve a more comprehensive coverage of the issues.
Each student will also serve on a panel of Senators with one student serving as Committee Chair. The panel will receive the testimony, keep time, ask questions of those who are testifying, and call on class members to ask questions. The Social Security panel will chair the low fertility debate; the low fertility panel will chair the immigration debate; and the immigration panel will chair the Social Security debate.

The hearings will be graded based on the class presentation through peer evaluation (50%) and through instructor evaluation of the written presentation (50%). Each student will submit a written copy of his or her presentation. The evaluations will emphasize both the effectiveness and the content of the presentation. Presentations must be based on fact and economic analysis with careful documentation of sources of information.
Student Learning Objectives

Demographic transition and demographic fundamentals
• Students will be able to compute and interpret standard demographic measures, e.g., the total fertility rate, the life table, population growth rates, and others.
• Students will understand the demographic transition and global trends in fertility, mortality, and age structure.
• Students will study the determinants of fertility, mortality, and migration in developing and industrialized countries.

Population and Macroeconomics
• Students will analyze standard growth models and important extensions that incorporate demographic detail.
• Students will understand alternative analytic approaches to studying the macroeconomic effects of population.
• Students will understand the current state of knowledge about the impact of population on economic growth.

Immigration
• Students will have a basic understanding of the important features of international migration: who moves, where they go, why they move.
• Students will understand the impact of immigration on the economy of the receiving country.
• Students will understand the key policy debates about immigration.

Economics of Aging
• Students will understand why populations age and which countries are aging.
• Students will have a firm understanding of the economic implications of population aging.
• Students will be familiar with the important policy issues surrounding aging, e.g., Medicare and Social Security reform.
• Students will have a better understanding of how individuals can prepare for challenges that accompany retirement and old age.

Presentation Skills
• To prepare and present a paper that is carefully organized and uses convincing evidence to support conclusions.
• To prepare and present a paper with content that is accurate and complete. Listeners are likely to gain new insights about the topic.
• To present in a relaxed and comfortable manner, without undue reliance on notes, and an ability to interact effectively with listeners.
READINGS

I. Introduction to Population, Required Reading

http://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/22538/MeasuringMortalityFertilityAndNaturalIncrease5thEdition1994%5Bpdfa%5D.PDF?sequence=1

Additional Resources:
Demographic methods: (Shryock, Siegel et al. 1976)

Mortality data: The National Center for Health Statistics is responsible for collecting data on vital statistics (births, deaths, divorces, marriages) in the United States. Their website provides detailed data on the US case and publications that explain methodology.
http://www.cdc.gov/nchs/. Life tables for a many countries can be found at
http://www.lifetable.de/. Historical data for many OECD countries:
http://www.mortality.org/.


http://books.nap.edu/html/beyond_six_billion/


Recent UN report on marriage and fertility in low-fertility countries: (United Nations Population Division 2003) can be downloaded from the Population Division web site http://unpopulation.org

REFERENCES
II. Readings on Population and Economic Growth

A. Overview of Population and Economic Growth (lecture 1)

Robert Kunzig, 7 Billion, National Geographic January 2011. 
http://ngm.nationalgeographic.com/2011/01/seven-billion/kunzig-text 
http://www.youtube.com/watch?v=sc4HxPxNrZ0

Hans Rosling: 200 Countries, 200 Years, 4 minutes 
http://www.youtube.com/watch?v=jbkSRLYSjo

Bloom, David E. and David Canning, 2006. “Booms, Busts, and Echoes” Finance and Development 43(3) September 

B. Food and renewable resources (lecture 2)


C. Neo-classical Growth Model (lecture 3)

D. Demographic Dividends (lecture 4)


III. Readings on Immigration

A. Introduction to Immigration


B. Immigration to the United States


C. Immigration, jobs, and wages


D. The Fiscal Impact of Immigration


REFERENCES


IV. Readings on the Economics of Aging

A. Economics of Individual Aging. This section focuses on the economic issues that arise for individuals as they age. This includes the following topics:
   a. How does aging influence productivity, labor force participation, and earnings?
   b. How do consumption needs vary as individuals age?
   c. How can individuals meet their consumption needs when their earnings are no longer sufficient?
      i. Public pensions programs
      ii. Personal saving and private pensions
      iii. Family support systems (adult children)


B. Economics of Aggregate Aging. This section addresses the effect of the aging of the population on economic growth:
   a. How will aging influence economic growth?
   b. Are we being unfair to future generations?


C. Aging and Public Policy. Two important public programs will be most affected by aging: publicly financed health care and public pension programs – Medicare and Medicaid and Social Security in the US. The focus of classroom discussion will be on Social Security Reform.