

**SYLLABUS (draft November 24, 2008)**  
**ECONOMICS OF POPULATION (432)**  
**ORAL INTENSIVE**  
**Saunders 244**  
**Spring 2009, MW 1:30-2:45**

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**Office hours: MW 3:00-4:00**

Economics of Population (Econ 432) Calendar (subject to change)	
1/12 I. Introduction, overview	1/14 Introduction to population: mortality
1/19 Holiday: Martin Luther King Day	1/21 Introduction to population: fertility
1/26 Introduction to population: age structure	1/28 Presentation and powerpoint skills
2/2 Population: Summing Up	2/4 Country reports
2/9 Country reports	2/11 Country reports
2/16 Holiday: President's Day	2/18 <b>Review of Country Reports</b>
2/23 <b>II. Pop and economic growth</b>	2/25 Guest Lecture
3/2	3/4
3/9	3/11 <b>III. Immigration</b>
3/16	3/18
3/23 Spring Break	3/25 Spring Break
3/30 Review	4/1 <b>Midterm Examination</b>
4/6 <b>IV. Economics of Aging</b>	4/8
4/13	4/15
4/20	4/22
4/27 Hearings: China's One Child Policy	4/29 Hearings: Limiting immigration
5/4 Hearings: Privatizing Social Security	5/6 Review
<b>Final Examination: Hearings and written report satisfy final exam requirement.</b>	

### Course Requirements

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

Country report	20%
Mid-term examination	25%
Current Event	10%
Hearings	35%
Classroom participation	10%

Grading of the country report and the hearing testimony 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**

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 and to highlight an interesting feature of population or population policy in your country. The report will be prepared in Microsoft Power Point and students will make an oral presentation of not more than 8 minutes. A written copy of the Power Point presentation must be submitted on the day of the presentation. Students will be graded on both the content of the report and the presentation. The lecture on that day will be devoted to presentation skills and to preparing a power point presentation. Please familiarize yourself with Power Point prior to the lecture.

At the end of each presentation, approximately 2 minutes 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 power point 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:

<i>Pro</i>	<i>Con</i>
China should have adopted the “one child” policy	China should not have adopted the “one child” policy
Legal immigration to the US should be substantially reduced	Legal immigration to the US should not be substantially reduced
The US should privatize social security	The US should not privatize social security

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 China debate; the China panel will chair the immigration debate; and the immigration panel will chair the Social Security debate.

The debates 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.

**Class Website: <https://myuhportal.hawaii.edu/cp/home/displaylogin>**

Login with your username and password (same as accessing email).

Click on "My Tools" tab (at the top)

Select econ 432

At the left there are course tools. The only important one is "Files". Select it.

A directory for the course will appear. Files are contained in the various folders.

## **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 do they go, why do the 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

Mortality: Palmore and Gardner: (1994: 9-18, 30-61)

Fertility: Palmore and Gardner: (1994: 63-79, 91-108)

#### 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/>.

Population Data Sheet: The Population Reference Bureau makes its summary data available at [www.prb.org](http://www.prb.org).

Population projections, methods: U.S. National Research Council (2000) *Beyond Six Billion*. The NRC book is available for free in an on-line version:

[http://books.nap.edu/html/beyond\\_six\\_billion/](http://books.nap.edu/html/beyond_six_billion/)

Population projections, data: *UN Population Projections, 2004 Revision* (United Nations 2005) Summary information and description available online at <http://unpopulation.org>

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

Palmore, J. A. and R. W. Gardner (1994). Measuring Mortality, Fertility, and Natural Increase: A Self-Teaching Guide to Elementary Measures. Honolulu, East-West Center.

Shryock, H. S., J. S. Siegel, et al. (1976). The Methods and Materials of Demography. Orlando, Academic Press.

U.S. National Research Council, P. o. P. P., John Bongaarts and Rodolfo A. Bulatao, Editors, Committee on Population, Commission on Behavioral and Social Sciences and Education, (2000). Beyond Six Billion: Forecasting the World's Population. Washington, D.C., National Academy Press.

United Nations (2005). World Population Prospects: the 2004 Revision. New York, United Nations.

United Nations Population Division (2003). Partnership and Reproductive Behaviour in Low-Fertility Countries.

## **II. Readings on Population and Economic Growth**

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

Bloom, David E. and David Canning, 2006. "Booms, Busts, and Echoes" *Finance and Development* 43(3) September  
<http://www.imf.org/external/pubs/ft/fandd/2006/09/bloom.htm>

### **B. Food and renewable resources (lecture 2)**

Hayami, Y. 2001. "Induced Innovation and Agricultural Development in East Asia" *Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized*, edited by A. Mason. Stanford: Stanford University Press: 96-120. <http://myuhportal.hawaii.edu>

National Research Council. 1986. *Population Growth and Economic Development: Policy Questions*. Washington, D.C.: National Academy Press: 18-34.

### **C. Demographic Dividends (lecture 3 and 4)**

Bloom, D.E. and J.G. Williamson. 1998. "Demographic Transitions and Economic Miracles in Emerging Asia." *World Bank Economic Review* 12(3):419-456.  
<http://myuhportal.hawaii.edu>

Lee, Ronald and Andrew Mason, 2006. "What is the Demographic Dividend?" *Finance and Development* 43(3)  
<http://www.imf.org/external/pubs/ft/fandd/2006/09/basics.htm>.

Mason, A. 2005. "Demographic Transition and Demographic Dividends in Developed and Developing Countries." Presented at United Nations Expert Group Meeting on Social and Economic Implications of Changing Population Age Structures, 31 August - 2 September, Mexico City. (Skim over mathematics in Section 2. The Second Demographic Dividend.) <http://myuhportal.hawaii.edu>

## **III. Readings on Immigration**

### **A. Introduction to Immigration**

Martin and Midgley (2006) <http://myuhportal.hawaii.edu>

### **B. Immigration to the United States**

Martin and Zurcher (2008) <http://myuhportal.hawaii.edu>

### **C. Immigration, jobs, and wages**

Smith and Edmonston (1997) <http://myuhportal.hawaii.edu>

US IMMIGRATION, *The Economist*, Apr 6th 2006  
(to be distributed in class).

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

Smith and Edmonston (1997) <http://myuhportal.hawaii.edu>

#### **REFERENCES**

- Martin, P. and E. Midgley (2006). "Immigration: Shaping and Reshaping America, Revise and Updated 2nd Edition." *Population Bulletin* **61**(4).
- Martin, P. and G. Zurcher (2008). "Managing Migration: The Global Challenge." *Population Bulletin* **63**(1).
- Smith, J. P. and B. Edmonston, Eds. (1997). *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. Washington, D.C., National Academy Press.

#### **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)

Himes, Christine L. 2001 "Elderly Americans" *Population Bulletin* 56.  
<http://myuhportal.hawaii.edu>

"A Survey of Retirement" *The Economist* March 27, 2004.

- 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?

Ronald Lee, 2003. "Demographic Change, Welfare, and Intergenerational Transfers: A Global Overview." *GENUS*. <http://myuhportal.hawaii.edu>

Fuchs, Victor R. and Reklis, Diane M. "America's Children: Economic Perspectives and Policy Options," *Science* 255 (3 January 1992) 41-46.

<http://myuhportal.hawaii.edu>

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.

Peter Diamond, 2004. "Social Security," *American Economic Review*, 94 (1) March: 1-24. <http://micro189.lib3.hawaii.edu:4062/ehost/detail?vid=5&hid=108&sid=e9448443-718c-47a5-a1e4-f7221ddd27f4%40sessionmgr104>