

# European Population Issues

SYA 4930 (class #27916; section 3465)

EUS 4930 (class #28905; section 1TC2)

Fall 2023

## Professor Tanya Koropecj-Cox

Monday, Wednesday, Friday: 10:40 – 11:30 am (period 4); Anderson Hall, Room 13

### Department of Sociology and Criminology & Law

3227 Turlington Hall

352-294-7177

[tkcox@ufl.edu](mailto:tkcox@ufl.edu) \*

best way to contact

Office hours:

Tuesdays 10:30 am – 12:00 pm

Wednesdays 1:00 – 3:00 pm

or by appointment

\*\* details about office hours, including opportunities to meet over Zoom, will be posted via Announcements in Canvas

Course Website: <http://elearning.ufl.edu> (Canvas)

---

**The schedule of readings and topics is subject to change. The most current version of the syllabus and other important materials will be available in Canvas ([elearning.ufl.edu](http://elearning.ufl.edu))**

**Class material on Canvas is organized on Canvas by module. Online readings and other links are posted in Canvas, as well as announcements, assignment instructions, grades, and other resources.**

**Students are responsible for reading the full version of the syllabus and checking it online regularly for updates, announcements, and the most current information.**

---

This course is designed to introduce students to major issues related to population size, growth, and composition in Europe. The course is recommended for students in any discipline who have an interest in better understanding European social issues – students in sociology, political science, international relations, and economics, as well as those with a more general interest in Europe.

The course will explore the demographic processes that have shaped the countries of Europe and the European Union. We will discuss some of the social, political, and economic concerns currently facing Europe and the European Union, as well as historic trends. The course will also introduce students to basic measures and sources of data used to study populations. Specific topics include: historical background; mortality, demographic transition, and health issues; fertility and reproductive issues; marriage, family, and coresidence; immigration and refugees; conflict and inequalities; environmental concerns.

## Objectives:

1. Define, explain, and apply basic concepts that are used to describe and study populations. We will focus on the three major demographic processes that shape population growth and composition – mortality, fertility, and migration.
2. Review the historical background for understanding population issues, particularly the demographic transition in Europe and historic and contemporary population patterns, and the forces that have shaped the size and composition of its countries' populations.
3. Develop an understanding of how populations are measured, including census, vital statistics, registries, and survey data, and how to access and interpret these numbers.
4. Use and interpret basic demographic measures, including the balancing equation, growth rates and compounded growth, population pyramids, and standard measures used to describe mortality, fertility, and migration.
5. Develop an awareness and critical assessment of contemporary social issues in Europe (based on academic, government, and news sources) and make connections between historical population processes, social consequences, and policy implications.

## Required Reading:

**Books:** *The Population of Europe*. Massimo Livi-Bacci. Oxford: Blackwell Publishers, 1999. Paperback.  
*Demography, 4th edition*. Jennifer H. Lundquist, Douglas L. Anderton, & David Yaukey. Waveland Press. 2015. Paperback/textbook.

**Articles:** Recent articles available online or on E-Learning.

**News:** Read at least one U.S. national newspaper (e.g., New York Times or Washington Post) and at least one European newspaper at least 2-3 times per week. Many are available on-line, including English-language versions of international press. Students are also encouraged to peruse and explore on-line resources (see full version of syllabus for suggestions and links).

Students are also encouraged to peruse and explore on-line news and data sources, including (but not limited to) the following:

- Eurostat
- CIA factsheets; UN Population Division – World Population Prospects
- [www.census.gov](http://www.census.gov) -- Official web site of the U.S. Census bureau. Use the link to the International Data Base for international population information.
- [www.prb.org](http://www.prb.org) -- Web site of the Population Reference Bureau, a private, non-profit organization established to educate the public about population issues
- CNN.com, bbc.com, [www.npr.org](http://www.npr.org), etc.
- Other suggested links will be posted on E-Learning by both the Instructor and students – please check these links periodically, and feel free to add your own suggestions.

The course combines material from lecture presentations, in-class discussion, assigned readings, and internet resources. Readings are assigned for nearly every class. You are expected to do the readings before coming to each class. Attendance is required, and students are expected to actively participate in class discussion and to prepare and lead class discussion.

## Course Requirements and Grading (Total = 300 points):

Exams (2 @ 40 points each)	80 points
Quizzes (6 @ 5 pts each; lowest score dropped)	30 points
Take-Home Assignments (2 @ 40 points each)	80 points
Final Project Portfolio and Presentation	40 points
Essays and presentations/discussions:	
Essay 1 – news essay & presentation	25 points
Essay 2 – journal article summary, critique & discussion	30 points
Class attendance and participation	15 points

**Exams:** The dates of the two exams are on the syllabus. Exams include multiple-choice, short-answer, and short-essay questions. Make-up exams will be given only in the event of a serious, documented reason or time conflict with another exam. If you are not able to take the exam in person, it is your responsibility to make arrangements to come in to take the exam. Unless it is an emergency, any concerns about make-up exams should be discussed with the instructor in advance (at least 48 hours) of the scheduled exam.

**Quizzes:** There will be 6 short online quizzes on Canvas based on the assigned readings for the week as well as review of content from the prior week. The lowest score will be dropped (not counting the pre-exam quiz submissions, see below). Each quiz is worth **5 points each (total of 30 points)**.

Prior to each of the 2 exams, the online quiz will involve submitting suggested exam questions.

These pre-exam quizzes must be completed by all students and cannot be used as a drop.

Makeup quizzes will be offered in the case of a documented reason as defined by UF policy. You should inform the instructor via email if you will be absent and bring in written documentation of excused absences in advance, when possible (e.g., university activities), or within one week of the absence.

**Take Home Assignments:** Take home assignments involve choosing two European and one non-European country. For each assignment, you will be expected to find current data on the internet, and interpret and compare demographic indicators. Assignment 1 focuses on basic demographic features of each country and on mortality issues. Assignment 2 involves finding data on age compositions and fertility, and discussing their implications as they relate to families, aging, and social policy.

**Essay 1 -- News Essay and Class Discussion:** For the essays and class discussions, each student will be assigned to a group (3-4 students). Group members should coordinate and prepare for your group presentation with the other members of your group. However, each individual must turn in his/her own essay. Due dates for essays and discussion for each group are specified on the schedule. The news essay (4-5 pages, double-spaced) should discuss at least 2 articles that represent contemporary issues in the news; specific bibliographic information and a printed or pdf version of each article must be included and turned in with your essay. Each group should include articles from American/international and European sources. The essay should connect the news story with course readings and discussion. **The news essay is worth up to 25 points – 20 points for the essay and 5 points for the presentation.**

**Essay 2 – Article Summary/Critique and Class Discussion:** For the article summary/critique essay and class discussion, the due date will correspond to the scheduled day for the assigned reading (**see starred readings on the full schedule in Canvas**). The article summary/critique essay (4-5 pages, double-spaced) should briefly summarize the main points of the article and the evidence used by the author(s) to support these points (~1 page). The remainder of the essay should evaluate the main points and evidence and

discuss them in light of other course readings, discussion, and current issues. Reactions and critique should focus on the text of the article – its thesis, evidence, and interpretations; your comments should be backed up with evidence from course readings and related materials.

All students in the class are expected to read each article before class. The student assigned to each reading will prepare and lead class discussion. **The critique essay is worth up to 30 points – 25 points for the essay, 5 points for the presentation/leading class discussion.**

**Completed take home assignments and essays must be submitted on Canvas on the date that they are due as listed in the syllabus. Late assignments will have points deducted (see instructions for each assignment) and will be accepted only if there is a serious, documented reason.**

All course work, including essays, exams, and assignments, must be your own original and individual work. Any cheating or plagiarism, including copying of on-line materials or using ChatGPT or other AI text-generating platform, will result in a failing grade and disciplinary action. You are responsible for keeping back-up copies of all course work. You may be asked to submit an electronic copy of your work to the instructor.

**Class attendance and participation** will be assessed using in-class assignments. Students may miss up to 3 in-class assignments without penalty – the lowest scores will be automatically dropped. Any further unexcused absences will reduce the class attendance and participation grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies (including excused absences for religious observance, illness, military obligation, university activities, etc.). Students are expected to email the instructor within 5 days of an excused absence and provide documentation of excused absences where possible (e.g., school-related activities). [Click here to read the university attendance policies.](#)

**Students are responsible for checking the online syllabus and Canvas regularly for any updates and current information.**

### Grading Structure

Grade	Percent	Points	Grade	Percent	Points
A	93-100	279-300			
A-	90-92.9	270-278.9	Non-passing grades:		
B+	87-89.9	261-269.9	D+	66-69.9	198-209.9
B	83-86.9	249-260.9	D	60-65.9	180-197.9
B-	80-82.9	240-248.9	D-	57-59.9	171-179.9
C+	77-79.9	231-239.9	E	below 57	<171
C	70-76.9	210-230.9			

For more information on UF policies with regard to passing grades, grade points, and related issues, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## **Course Policies**

### **Academic Honesty**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

All course work, including written assignments and exams, must be your original and individual work. **All work from other sources (including text, numerical data, graphs, and photos) must be clearly cited with full bibliographic source information.** Any cheating or plagiarism, including copying of on-line materials without clear attribution, may result in a failing grade and disciplinary action. All written assignments must be submitted electronically on E-Learning and are checked using Turnitin.

### **Accommodations for Students with Disabilities**

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students.

### **Health, Counseling, and Mental Health Resources**

If you have concerns or challenges during the semester, you are encouraged to connect with the Dean of Students Office - U Matter We Care (<https://umatter.ufl.edu/>) for resources, support, or guidance. The Academic Advising Office (<https://www.advising.ufl.edu/>) and the advisors within your major or college are also available to provide guidance as you navigate the semester and your program of study at UF.

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *U Matter We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).

- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu/>) or call 352-273-4450

### On-Line Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

### Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk online (<https://helpdesk.ufl.edu/>), by phone at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center* (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *UF Library Support* (<https://cms.uflib.ufl.edu/ask>): Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center* (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio* (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

### Schedule and Readings

(provisional -- subject to change;

see Canvas for most current information on specific assigned readings,  
any links or videos, assignments, quizzes, and instructions!!

Starred readings will be updated based on class preferences and new publications.)

#### Week 1

- Aug. 23      Overview of Course and Syllabus
- Aug. 25      Overview of Course; Key Concepts in Demography
- DEM, ch. 1 (pp. 1-16)

#### Week 2

- Aug. 29      Basic Concepts and Measures; Balancing equation; Global Perspective
- World Population Data Sheet. Population Reference Bureau.
- Aug. 30      Basic Concepts and Measures – continued
- Population: A Lively Introduction. 2007. Population Reference Bureau. READ pp. 1-30.

<http://www.prb.org/Publications/PopulationBulletins/2007/PopulationALivelyIntroduction.aspx>

- Sept. 1 Growth rates and compounded growth  
DEM, ch. 3 - pp. 47-56; hand-out on compounded growth
- \*\*\* Quiz 1**
- Week 3
- Sept. 4 NO CLASS – HOLIDAY
- Sept. 6 Population growth and its implications -- discussion  
DEM, ch. 3 - pp. 56-84
- Sept. 8 An introduction to European population
- Livi-Bacci, chapter 1 and 2.
- Week 4
- Sept. 11 European population growth, constraints, and implications -- discussion
- Livi-Bacci, chapter 3
- Sept. 13 Sources of demographic data – Censuses, Registration Systems, Surveys  
\*\* come prepared with annotated source list, based on exploration of on-line data sources
- DEM, ch. 2 - pp. 19-43
- Sept. 15 Historical Mortality, Infectious Disease
- Livi-Bacci, chapter 4, pp. 61-90 and chapter 6, pp. 126-151.
- \*\*\* Quiz 2**
- Week 5
- Sept. 18 Historical Studies of Mortality in Europe
- DEM, ch. 5 - pp. 145-163
  - Liczbinska, Grazyna. (2009). Infant and child mortality among Catholics and Lutherans in Nineteenth Century Pozna? *Journal of Biosocial Science*, 41, 661-683. \*\*
- Sept. 20 Reversals, Emerging Issues
- Ramstedt, Mats. (2002). Alcohol-related mortality in 15 European countries in the postwar period. *European Journal of Population*, 18 (4), 307-323. \*\*
  - Gavrilova, Natalia, et al. (2008). Russian mortality crisis and the quality of vital statistics. *Population Research and Policy Review*, 27, 551-574. \*\*
- Sept. 22 News Essays, Discussion – Mortality, Chronic Illness, and Disparities
- Week 6
- Sept. 25 Contemporary Concerns about Health and Morbidity

- DEM, ch. 5 – pp. 163-179 DEM, ch. 6 – pp. 200-211; 419-427

Sept. 27 News Essays, Discussion – Mortality, Chronic Illness, and Disparities

Sept. 29 Discussion and Review  
**\*\*\* Quiz 3 [suggested exam questions]**

Week 7

Oct. 2 EXAM 1

Oct. 4 Fertility: basic definitions, measures, and approaches

- DEM, ch. 7 – pp. 235-258

Oct. 6 NO CLASS – HOMECOMING

Week 8

Oct. 9 Fertility: history and policy

- Livi-Bacci, chapters 5 (pp. 91-116).

Oct. 11 Where do babies come from? Explaining fertility changes

- DEM, ch. 7 - pp. 235-261

Oct. 13 Contemporary Fertility, Second Demographic Transition

- Billari, Francesco, Liefbroer, A.C., and Philipov, Dimiter. (2006). The postponement of childbearing in Europe: Driving forces and implications. Vienna Yearbook of Population Research, 2006, 1-17.

Discussion – Basic Demographic Characteristics of Specific Countries  
**\*\*\* Assignment 1 Due**

Week 9

Oct. 16 Contemporary Fertility, Second Demographic Transition

- Thornton, Arland, and Philipov, Dimiter. (2009). Sweeping changes in marriage, cohabitation and childbearing in Central and Eastern Europe: New insights from the developmental idealism framework. European Journal of Population, 25, 123-156.

Oct. 18 Marriage, Cohabitation, Divorce, Same-Sex Unions

- DEM, ch. 8
- Liefbroer, Aart C., and Dourleijn, Edith. (2006). Unmarried cohabitation and union stability: Testing the role of diffusion using data from 16 European countries. Demography, 43 (2), 203-221. \*\*

Oct. 20 News Essays – Fertility, Family, and Relationships



**\*\*\* Quiz 4**

Week 10

Oct. 23 Population pyramids, aging and cohorts, labor markets

- DEM, ch. 4 – pp. 93-116; 118-134; 412-419

Oct. 25 Childlessness and its meanings over the life course

- Tanturri, MariaLizia, and Mencarini, Lizia. (2008). Childless or childfree? Paths to voluntary childlessness in Italy. *Population and Development Review*, 34, 51-77. \*\*
- Kohli, Martin, and Albertini, Marco. (2009). Childlessness and intergenerational transfers: What is at stake? *Ageing and Society*, 29, 1171-1183. \*\*

Oct. 27 Fertility policies and Institutional Contexts: Pro-natalism and anti-natalism

- McDonald, Peter. (2006). An assessment of policies that support having children from the perspectives of equity, efficiency, and efficacy. *Vienna Yearbook of Population Research*, 2006, 213-234.
- Muresan, Cornelia. (2008). Impact of induced abortion on fertility in Romania. *European Journal of Population*, 24 (4), 425-446. \*\*

Week 11

Oct. 30 Discussion & Review

**\*\*\* Quiz 5 [suggested exam questions]**

Nov. 1 EXAM 2

Nov. 3 Migration – introduction to basic concepts

- DEM, ch. 9 - 325-366

Week 12

Nov. 6 Migration, history, and policy; conceptual frameworks

- Livi-Bacci, pp. 116-125; pp. 158-163; chapter 7.

Nov. 8 Migration, diversity, and inequalities

- Coleman, David. (2006). Immigration and ethnic change in low-fertility countries: A third demographic transition. *Population and Development Review*, 32, 401-446.
- The European Parliament on the Demographic Future of Europe. (2008). *Population and Development Review*, 34, 381-386.
- The European Pact on Immigration. (2008). *Population and Development Review*, 34, 805-807.

Nov. 10 NO CLASS – VETERANS DAY

Week 13

Nov. 13 Discussion – Population Pyramids, Fertility, Aging, and Migration in Specific Countries  
**\*\*\* Assignment 2 Due**

Nov. 15 Migration, diversity, and inequalities

- Westoff, Charles F., and Frejka, Tomas. (2007). Religiousness and fertility among European Muslims. *Population and Development Review*, 33, 785-809. \*\*

Nov. 17 News Essays – Migration, Minorities + Population Aging

- Bijak, Jakub, et al. (2007). Population and labour force projections for 27 European countries, 2002-2052: Impact of international migration on population ageing. *European Journal of Population*, 23, 1-31. \*\*

**\*\*\* Quiz 6**

Week 14

Nov. 20 News Essays – Migration, Minorities, and Inequalities

Nov. 22 – 25 NO CLASS – THANKSGIVING HOLIDAY

Week 15

Nov. 27 Discussion, preparing presentations

Nov. 29 PRESENTATIONS

Dec. 1 PRESENTATIONS

Week 16

Dec. 4 PRESENTATIONS

Dec. 6 DISCUSSION & SYNTHESIS -- Last day of class

**\*\* Portfolio is due no later than 5:00pm on Monday, May 11th**

NO FINAL EXAM

Topics may shift according to the pace of the class. Deadlines and exam dates will not change. Students are responsible for checking the online syllabus and modules at least weekly for updates, changes, or announcements.

