

<b>General information</b>	
Academic subject	Population theories and policies
Degree course	SOCIOLOGY L-40
Academic Year	2022/2023
European Credit Transfer and Accumulation System (ECTS)	8
Language	Italian
Academic calendar (starting and ending date)	February/May 2023
Attendance	attendance, although not compulsory, is highly recommended

<b>Professor/ Lecturer</b>	
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Department and address	Dipartimento di Scienze Politiche
Virtual headquarters	Teams
Tutoring (time and day)	In presence, or via Teams at the scheduled times. For a better organization, interested students are requested to send an e-mail or a message from Microsoft Teams to the teacher in advance, to agree on the day and time of receipt.

<b>Syllabus</b>	
<b>Learning Objectives</b>	<p>The course aims to provide the student with the theoretical skills for the study of populations, their demographic structure, their behaviors and the relationship between structures and behaviors with the social order, in general, and with economic growth and the environment, in particular.</p> <p>In addition, the course provides students with the necessary tools to understand the relationships between basic demographic parameters (mortality, fertility, family formation and migration) and the economic, social and cultural evolution of societies over time.</p> <p>At the end of the course the student: knows the main theories of the population, from the most general to those that refer to particular aspects of demographic behavior; acquires the necessary skills to link the theories of the population with the entire social order and its transformations; is able to critically and from a comparative perspective analyze the social, economic and cultural changes related to demographic dynamics through the study of specific populations and the application of population theories.</p>
<b>Course prerequisites</b>	basic knowledge of demography
<b>Contents</b>	The course is divided into four parts:



### **I. Population and demographics in Europe before the demographic transition**

- The European Marriage System (EMS). The origin of the EMS. The social control of fertility.
- The family and family structure. The Western structure of families and the "neolocal family". Relationship between family structure and economic development. Italy in the European context.
- Demographic crises of mortality. Epidemic mortality, its origins in Europe and its "disappearance".

### **II. Classical population theory**

- Premalthusian theories. Premodern demographic doctrines.
- Malthus's population theory. Some Notes on A. Smith. Crisis theories in capitalism. The problem of general equilibrium according to Malthus and Ricardo. Capitalism and the crisis of demand. The law of the markets. Diminishing returns in agriculture and Malthusian theory. The law of population and economic growth.
- Marx's population theory. The fundamentals of his criticism of Malthus. The two models of the population in the two great phases of capitalism.

### **III. The demographic transition**

- Introduction and transition phases. The stabilization of mortality. The two phases of the transition of mortality. The "disappearance" of epidemics. The epidemiological transition. McKeown's theory. The case of infant and juvenile mortality.
- The stabilization of fertility. The fall of conjugal fecundity and the individual control of fecundity. Economic and socio-economic theories on the fall in fertility. The strictly demographic theory. The Italian case.

### **IV. Modern demographic theory and behavior**

- Becker and the theory of the question of fertility. Another rational choice theory: Hardin.
- Modern demographic behaviors. Rich countries and poor countries. The world demographic problem. The Conferences on Population and United Nations Politics.
- The second demographic transition. Family patterns, women's position, fertility, aging and migration.
- Aging of the population in developed countries. Cause and evolution of aging. The resulting economic problems. The future of the welfare state. Possible reforms of the economic system and social policies.
- Migratory movements. Past and present. Immigration policies (from integrationism to multiculturalism). The economic, social and political effects of immigration.
- Demographic policies. The right of the state to intervene in

	<p>demographic matters. Possible policies on fertility. The effect of such policies on rich countries. Italy in the European context.</p> <ul style="list-style-type: none"> <li>• Demographic behaviors in poor countries. Transition theory and behavioral evolution. The failure of development aid. Population growth and the environment. The problem of stabilizing the world population. The cases of China and India. Antinatalist policies in other countries. The case of Latin America.</li> </ul>
<b>Books and bibliography</b>	<p>Basic and additional documentation will be made available by the teacher during the course.</p> <p>Some reference texts:</p> <ul style="list-style-type: none"> <li>• Impicciatore, R., Rosina, A., &amp; Bacci, M. L. (a cura di) (2017). <i>Popolazione e politica</i>. Associazione Neodemos.</li> <li>• Rosina, A. (a cura di). (2021). <i>L'assegno unico e universale per i figli: una novità italiana e il contesto europeo</i>. Associazione Neodemos.</li> <li>• Guetto, R., &amp; Impicciatore, R. (a cura di) (2021). <i>50 anni dalla legge sul divorzio. Cause e conseguenze dell'instabilità coniugale in Italia</i>. Associazione Neodemos.</li> <li>• Salvini, S. (a cura di) (2015). <i>Longevità, vecchiaia, salute</i>. Associazione Neodemos.</li> <li>• Ghigi, R., &amp; Impicciatore, R. (a cura di) (2015). <i>Famiglie flessibili. L'arte di arrangiarsi ai tempi della crisi</i>. Associazione Neodemos.</li> <li>• Bonifazi, C. &amp; e Livi Bacci, M. (a cura di) (2014). <i>Le migrazioni internazionali ai tempi della crisi</i>. Associazione Neodemos.</li> <li>• Livi Bacci, M. (a cura di). (2014). <i>Salute, sopravvivenza e sostenibilità dei sistemi sanitari: la sfida dell'invecchiamento demografico</i>. Associazione Neodemos.</li> <li>• Livi Bacci, M., &amp; De Santis, G. (a cura di). (2013). <i>I tre giganti. Cina, India e Stati Uniti</i>. Associazione Neodemos.</li> </ul>
<b>Additional materials</b>	

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
200	54	10	136
<b>ECTS</b>			
8			

<b>Teaching strategy</b>	Lectures with the aid of slides (PPT), thematic workshops, exercises (practical applications and case studies).
<b>Expected learning outcomes</b>	
<b>Knowledge and understanding on:</b>	The student must have a good knowledge of the topics covered during the course and must be able to adequately describe and apply the different models and population theories learned to the social, economic and cultural changes that have taken place in societies over time. Furthermore, you will need to be able to interpret the relationships between demographic and social changes in a critical way, using a comparative perspective.
<b>Applying knowledge and understanding on:</b>	The student will have acquired the necessary tools to analyze, observe and interpret population theory, models and policies. In particular, the student will be able to apply the knowledge and skills acquired to describe and interpret population dynamics and their trends, together with the relationships between these and the evolution of social, economic and cultural systems, and their possible implications for public policy purposes (especially in the socio-demographic context).
<b>Soft skills</b>	Through the systematic and critical study of population theories, models and policies, the student will have the necessary knowledge to conduct analyzes on demographic, social, political, cultural and economic issues, also from the perspective of forecasting scenarios. <ul style="list-style-type: none"> <li>• Demonstrate the ability to work as a team to form study groups and respond to assigned tasks;</li> <li>• organize and manage effectively not only the time dedicated to the study but also the projects to be completed in order to acquire and improve the ability to correctly apply the methods studied;</li> <li>• be able to find reliable sources and extrapolate the necessary information;</li> <li>• frame the solutions to the identified problems and make decisions based on the information collected, trying to identify the best path to propose a solution based on such evidence.</li> </ul>
<b>Assessment and feedback</b>	
Methods of assessment	Written assignments (in itinere) and oral interview (final evaluation).
Evaluation criteria	<ul style="list-style-type: none"> <li>• Know and understand the different teaching contents through the exposure of the theoretical and practical skills acquired.</li> <li>• Analyze and synthesize information from different sources of demographic information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continuous learning, indicating the most appropriate techniques aimed at analyzing data and social phenomena with quantitative tools.</li> <li>• Problem solving, through the application of the correct tools to deal with typical situations, critically interpreting the results obtained.</li> <li>• Critical thinking, interpreting information with a critical sense and making congruent and well-argued decisions, based both on empirical evidence and on models and theories.</li> <li>• Making judgments independently, evaluating the problems linked to demographic dynamics and population theories.</li> <li>• Communicate effectively and appropriately, using the specific language of the demographic discipline, in general, and of this teaching, in particular.</li> <li>• Work in a group and develop organizational and planning skills to carry out the exercises and activities foreseen in the course.</li> </ul>
Criteria for assessment and attribution of the final mark	The evaluation with a mark expressed out of thirty (from 18/30 to 30/30), which takes place through the performance of both the written tasks and the final exam (in the form of an oral interview), all activities aimed at verifying the achievement, by the students, of the expected learning outcomes.
<b>Additional information</b>	