

COURSE OF STUDY: INTERCLASS SOCIAL SERVICE SCIENCES AND SOCIOLOGY L-39 -L-40

Course in Sociology L-40

ACADEMIC YEAR: 2024-2025

ACADEMIC SUBJECT: POPULATION THEORIES AND POLICIES

General information	
Year of the course	Second
Academic calendar (starting and ending date)	I semester (16.09.2024 - 13.12.2024)
Credits (CFU/ETCS):	8
SSD	SECS-S/04 Population theories and policies
Language	Italian
Mode of attendance	Attendance, although not compulsory, is strongly recommended.

Professor/ Lecturer	
Name and Surname	Thaís García Pereiro
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Telephone	-
Department and address	Dipartimento di Scienze Politiche
Virtual room	Teams. Dedicated Teams code: f7u2nlv
Office Hours (and modalities: e.g., by appointment, on-line, etc.)	In presence, or via Teams every Monday from 11am to 1pm. For a better organisation, interested students are requested to send an email or message from the private Microsoft Teams chat to the professor in advance, to agree on the day and time of the tutoring (even outside the established time). We invite you to consult the teacher page for further updates: https://www.uniba.it/it/docenti/garcia-pereiro-thais

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
200	64		136
CFU/ETCS			
8	8		

Learning Objectives
<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>

Course prerequisites	Basic knowledge of demography.
Teaching strategie	Classroom teaching and guided practices, use of innovative teaching methods (e.g. through mentoring, case studies, group work and/or use of audiovisual and/or web material).
Expected learning outcomes in terms of	
Knowledge and understanding on:	<p>The student must have a good knowledge of the topics covered during the course and must be able to:</p> <ul style="list-style-type: none"> 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; to be able to interpret the relationships between demographic and social changes in a critical way, using a comparative perspective.
Applying knowledge and understanding on:	<p>The student will have acquired the necessary tools to:</p> <ul style="list-style-type: none"> analyze, observe and interpret population theory, models and policies; 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).
Soft skills	<p><i>Autonomy of judgement:</i> students will be able to find reliable sources and extrapolate the necessary information, and to 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 Enough of this evidence.</p> <p><i>Communication skills:</i> students will be able to communicate by enhancing their expression skills with methods suited to a basic statistical-methodological approach. Furthermore, they will be encouraged to develop the ability to work as a team to form study groups and respond to assigned tasks.</p> <p><i>Ability to learn independently:</i> teaching aims to stimulate the students' ability to verify, organize and manage effectively not only the time dedicated to study but also the projects to be completed to acquire and improve the ability to apply the methods studied correctly.</p>
Syllabus	
Content knowledge	<p>The course's content is divided into four parts:</p> <p>I. Population and demographics in Europe before the demographic transition</p> <ul style="list-style-type: none"> 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". <p>II. Classical population theory</p> <ul style="list-style-type: none"> 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. <p>III. The demographic transition</p>

	<ul style="list-style-type: none"> • 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. <p>IV. Modern demographic theory and behavior</p> <ul style="list-style-type: none"> • 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 demographic matters. Possible policies on fertility. The effect of such policies on rich countries. Italy in the European context. • 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. Anti-natalist policies in other countries. The case of Latin America.
<p>Texts and readings</p>	<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"> • Rosina, A. (a cura di). (2021). L'assegno unico e universale per i figli: una novità italiana e il contesto europeo. Associazione Neodemos. • Guetto, R., & Impicciatore, R. (a cura di) (2021). 50 anni dalla legge sul divorzio. Cause e conseguenze dell'instabilità coniugale in Italia. Associazione Neodemos. • Impicciatore, R., Rosina, A., & Bacci, M. L. (a cura di) (2017). Popolazione e politica. Associazione Neodemos. • Salvini, S. (a cura di) (2015). Longevità, vecchiaia, salute. Associazione Neodemos. • Ghigi, R., & Impicciatore, R. (a cura di) (2015). Famiglie flessibili. L'arte di arrangiarsi ai tempi della crisi. Associazione Neodemos. • Bonifazi, C. & e Livi Bacci, M. (a cura di) (2014). Le migrazioni internazionali ai tempi della crisi. Associazione Neodemos. • Livi Bacci, M. (a cura di). (2014). Salute, sopravvivenza e sostenibilità dei sistemi sanitari: la sfida dell'invecchiamento demografico. Associazione Neodemos. • Livi Bacci, M., & De Santis, G. (a cura di). (2013). I tre giganti. Cina, India e Stati Uniti. Associazione Neodem
<p>Notes, additional materials</p>	<p>Students are asked to choose at least two of the reference texts which can be downloaded free of charge from the Neodemos Association website, at the following link:</p>

	https://www.neodemos.info/category/pubblicazioni/
Repository	The teaching material will be available to all students (upon request and/or registration to the dedicated Teams, registration that remains updated even for students who have already passed the exam - except after abandonment of the Teams or any request for cancellation).
Assessment	
Assessment methods	The evaluation method of the expected learning outcomes is represented by an oral test (final exam), which consists of a minimum of three questions relating to the teaching program. The final mark (assigned in thirtieths) is based on the knowledge of the programme; the precision in exposition and argumentation; the processing capacity and independent judgment of the knowledge acquired, also in relation to the most suitable tools for describing the socio-demographic dynamics of the population and for planning and adopting policies aimed at modifying population dynamics and demographic behaviors.
Assessment criteria	<ul style="list-style-type: none"> • Know and understand the different teaching contents through the exposure of the theoretical and practical skills acquired. • Analyze and synthesize information from different sources. • Continuous learning, indicating the most appropriate techniques aimed at analyzing data and social phenomena with quantitative tools. • Problem solving, through the application of the correct tools to deal with typical situations, critically interpreting the results obtained. • Critical thinking, interpreting information with a critical sense and making congruent and well-argued decisions based on empirical evidence. • Communicate information and ideas in a clear and formally correct form. • Work in a group and develop organizational and planning skills to carry out the exercises and activities foreseen in the course.
Final exam and grading criteria	<p>The final grade is assigned in thirtieths. The exam is passed when the mark is greater than or equal to 18. The criteria followed for the evaluation of learning outcomes expressed in thirtieths are:</p> <p><u>Insufficient: 0-17</u> Lacking, incomplete and inadequate knowledge of the topics contained in the program, inadequate exposition and argumentation skills, also with reference to the technical and conceptual lexicon of the discipline by the candidates, insufficient processing skills and autonomy of judgment.</p> <p><u>Sufficient: 18-20</u> Sufficient knowledge of the topics contained in the program, overall adequacy of the methods of expression and argumentation, also with reference to the technical and conceptual lexicon of the discipline, elementary processing skills and autonomy of judgment.</p> <p><u>Fair: 21-23</u> Discrete knowledge of the topics contained in the program, appreciable ability to use modes of expression appropriate to the technical and conceptual lexicon of the discipline, discrete ability to argue, elaborate and connect between the various topics.</p> <p><u>Good: 24-26</u> Good knowledge of the topics contained in the program, good in-depth skills and autonomy of judgment, verifiable also through the use of methods of expression decidedly appropriate to the technical and conceptual lexicon of the discipline.</p> <p><u>Very good: 27-28</u> More than good knowledge of all the topics contained in the program, ability to deepen, connection between the different topics, critical autonomy and very good judgment and mastery of the methods of expression of the technical and conceptual lexicon of the discipline.</p>

	<p><u>Great: 29-30</u> Great knowledge of all the topics contained in the program, great ability to deepen, link between the different topics, as well as critical autonomy and in-depth mastery of the methods of expression of the technical and conceptual lexicon of the discipline.</p> <p><u>Excellent: 30L</u> Excellent knowledge of all the topics contained in the program, excellent ability to deepen, link between the different topics, as well as critical autonomy and complete mastery of the methods of expression of the technical and conceptual lexicon of the discipline.</p>
Further information	