

Degree programme	Type	Course
Political Science and Public Management	OP	3
Political Science and Public Management	OP	4
Sociology	OP	4
International Relations	OP	4
Contemporary History, Politics and Economics	OP	3
Contemporary History, Politics and Economics	OP	4

Contact lecturer

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Teaching staff

Francesc Muñoz Pradas

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

They have not been established

Objectives

Contextualization: This subject is taught in the third and fourth years of the Degree in Politics and Public Management, in the fourth year of the Degree in Sociology and in the fourth year of the Degree in International Relations.

Objectives: The subject is an introduction to the study of human populations for social science students. It is oriented to the learning of basic methods and techniques of demographic analysis and knowledge (empirical and theoretical) of the most relevant contemporary demographic transformations.

Training objectives. Basic training is structured around the following aspects:

1. Knowledge of the statistical sources for the study of the populations and of the basic methodologies for their

treatment

2. Basic principles in the development of demographic indicators.
3. Applications of demographic analysis to the study of social and political phenomena.
4. Knowledge of contemporary demographic changes.

Learning outcomes

1. Students must be capable of assessing the quality of their own work.
2. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
3. Effectively communicating the basic analysis of social phenomena in an elementary level of English.
4. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.
5. Searching for documentary sources starting from concepts.
6. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
7. Developing self-learning strategies.
8. Respecting the diversity and plurality of ideas, people and situations.
9. Generating innovative and competitive proposals in research and professional activity.
10. Working in teams and networking, particularly in interdisciplinary conditions.
11. Identifying sources of data and conducting bibliographic and documentary searches.
12. Synthesizing and critically analysing information.
13. Interpreting and applying English texts in an academic way.
14. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
15. Demonstrating good writing skills in different contexts.
16. Showing a good capacity for transmitting information, distinguishing key messages for their different recipients.
17. Realising effective oral presentations that are suited to the audience.
18. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
19. Working autonomously.
20. Analysing and explaining future scenarios bearing in mind the expected evolution of the basic demographic variables.
21. Defining the basic knowledge of the demographic analysis, particularly the essential categories, techniques and elements of the study of population (rates of birth, death, migration and natural increase).
22. Using data sources, time references and magnitudes in population analysis.
23. Carrying out basic demographic studies (population pyramids, prospects of population growth, age cohort analysis) and analysing the main current population problems.
24. Critically analysing and assessing the evolution of a territory's population.
25. Defining the sociological concepts that interpret social policy.
26. Comparing the different theoretical approaches concerning social policy.
27. Relating them with the debates about state, social change and inequality.
28. Comprehending the social interpretations of social policy in accordance with these approaches.
29. Expressing the debates regarding these approaches, that refer to social policy.
30. Relating the debates regarding these approaches, that refer to social policy, with the historical context in which they emerged.
31. Defining the underlying social phenomena of social policies and conflicts about social needs.
32. Comparing the reading of social policies from several ideologies of the social reality of Spain and Catalonia.
33. Distinguishing underlying social policies of specific conflicts.
34. Distinguishing sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse social policy.
35. Relating the concepts, methods and techniques used to analyse social policy with general theoretical and methodological debates.
36. Relating the explanations of the access inequalities and the impact of social policies with the general theoretical and methodological debates.

37. Distinguishing sociological concepts about social policy.
38. Distinguishing the explanations of the access inequalities and the impact of social policies between classes, between genders and between ethnic groups that these actors take for granted.
39. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
40. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
41. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
42. Identify data sources and carry out rigorous bibliographical and documentary searches.
43. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
44. Apply quantitative and qualitative analysis techniques in research processes.
45. Produce and prepare the presentation of intervention reports and/or proposals.
46. Outline the basic knowledge for demographic analysis, in particular the basic techniques and elements for studying population (birth and death rates, migration , natural and organic growth, etc.)
47. Use sources of data, time references and magnitudes in population analysis.
48. Carry out basic demographic studies (population pyramids, growth forecasts, age-period cohort analysis) and analyse the main current problems of the population.
49. Analyse and critically evaluate the evolution of the population of a region.
50. Analyse and show future scenarios focusing on the different basic demographic variables.
51. Organise work in relation to good time management and planning.
52. Lead multidisciplinary and multicultural teams, implement new projects, coordinate, negotiate and manage conflicts.
53. Make decisions in situations of uncertainty and show an enterprising and innovative spirit.
54. Identifying sources of data and conducting bibliographic and documentary searches.
55. Develop strategies for autonomous learning.
56. Respect the diversity and plurality of ideas, people and situations.
57. Analyse the relations between population growth, economic development and the environment.
58. Compare social policies from different ideologies present in the social reality of Spain and Catalonia.
59. Demonstrate the capacity for oral and written communication in Catalan, Spanish and English which allows the work to be summarised and presented orally and in writing.
60. Analysing and explaining future scenarios bearing in mind the expected evolution of the demographic variables.
61. Analyse and evaluate the socioeconomic and environmental causes and consequences of the evolution of population in a region.
62. Carry out basic demographic studies (population pyramids, growth forecasts, age-period cohort analysis) and analyse the main current problems of the population.
63. Interpret the complexity of sustainability and interpret processes of change, from the perspective of sustainable development.
64. Know the main theories on economic development and demographic change.
65. Relate the mechanisms and institutions of cooperation for development and the improved biological welfare of the population.
66. Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
67. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
68. Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
69. Assess the social, economic and environmental impact when acting in this field of knowledge.
70. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Contents

1. Population growth

- 1.1 Evolution of the world population and the projections of the UN
- 1.2 Demographic transition in different groups of countries
- 1.3 Foundations and justification of population policies
- 1.4 Sources and methods for estimating populations and describing their characteristics.

1.5 Measurement and calculation of growth rates

1.6 Use of graphs with arithmetic and logarithmic scales

2. Changes in the composition by sex and age of the population

- 2.1 Relationship between male and female populations: determinants and consequences
- 2.2 Indicators and graphic representations
- 2.3 Causes and perspectives of aging of populations
- 2.4 Consequences of changes in age composition of population

3. Growth components and use of gross and specific rates

3.1 Vital and migratory statistics

3.2 Balancing equation and calculation of gross rates

3.3 Interpretation of gross rates and the use of age specific rates

3.4 Control of structural effects: standardization techniques

4. Description of demographic phenomena

4.1 Temporal reference and the use of Lexis Diagram

4.2 Types of magnitudes (stock, flow) and measures (proportions, rates and probabilities)

4.3 Period and cohort approach: longitudinal, cross-sectional and by age or duration

4.4 Interpretation of period data: differentiating between effects of age, generation and momentum. Analysis of various sociodemographic variables

5. Construction of demographic tables

5.1 Functions of a table and synthetic indicators: the model of the life table

5.2 Construction and interpretation of period life tables

5.3 Application to the analysis of fertility. Period or Cohort Tables.

6.- Evolution and inequalities of mortality and fertility

6.1 Determinants of health and mortality: historical evolution, international and internal disparities in Western countries

6.2 Decline and fluctuations of fertility. Analysis of proximate variables, their causes and consequences.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes

Resolve the practices	24	0.96	4, 5, 6, 11, 18, 22, 23
Tutorials	14	0.56	1, 2, 4, 19
Theoretical classes	33	1.32	21, 26, 35
Seminar (practices)	16.5	0.66	5, 22, 23, 24
Study	32	1.28	20, 24
Readings	23.5	0.94	2, 6, 12, 13

The course is organized around three types of educational activities : Lectures, Assignments and Readings. This set of activities is carried out in three levels:

Conducted activities: lectures and practice sessions led by the teacher.

Supervised activities: monitoring of practices and activities requested in class.

Autonomous activities: completion of the practices, preparation of the written tests, study of the theoretical contents and complementary readings

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Written test	60	4	0.16	3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 53, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
Practices	25	2	0.08	5, 11, 12, 15, 16, 19, 22, 23, 24, 25, 28, 29, 30, 31, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 54, 55, 66
Reading control	15	1	0.04	1, 2, 6, 7, 8, 13, 17, 18, 26, 27, 28, 29, 30, 32, 33, 38, 39, 40, 41, 43, 45, 46, 47, 48, 50, 55, 58, 60, 66

1. CONTINUOUS ASSESSMENT

The subject will be graded on continuous assessment basis from the following activities and weights:

- Two written tests throughout the course (the arithmetic mean of these two notes will be weighted 60% to calculate the final grade)
- One reading control (the note will be weighted by 15% to calculate the final grade)
- One Assignment (the note will be weighted by 25% to calculate the final grade)

To participate in the resit exam the student must have obtained an average grade between 3.5 and 4.9. The date of this test will be scheduled in the exam calendar by the School of Political Science and Sociology administration. .

The students who do not show up to one or more of the activities submitted to evaluation throughout the course will be graded as "non assessable subject\"

2.COMPREHENSIVE EVALUATION (Art. 265 of the UAB Academic Regulations)

By requesting the comprehensive evaluation the student waives the option of continuous evaluation.

The comprehensive evaluation must be requested at the Academic Management (Gestió acadèmica) of the Campus where the degree/master's degree is taught. The request must be filed according to the procedure and the deadline established by the administrative calendar of the Faculty of Politics and Sociology.

Attendance :

- *Student attendance is mandatory on the day of the comprehensive assessment. The date will be the same as that of the final exam of the semester as per the evaluation calendar published by the Faculty and approved by the Faculty's Teaching and Academic Affairs Committee. The duration of the comprehensive assessment must be specified in the characteristics of such activity.*
- *100% of the evaluation evidences must be handed in by the student on the day of the comprehensive assessment.*
- *The evaluation evidences carried out in person by the student on the same day of the comprehensive assessment must have a minimum weight of 70%.*

The following information referring to the characteristics of the comprehensive assessment must be included:

<i>Evidence Type (1)</i>	<i>Weight in the final assessment (%) (2)</i>	<i>Duration of the activity</i>	<i>Is the activity that corresponds to this evaluation evidence to be carried out in person on the date scheduled for the comprehensive evaluation? (YES/NO) (3)</i>
<i>Exam</i>	<i>100%</i>	<i>3,5 hours</i>	<i>YES</i>

(1) Descriptive title of each piece of evidence (exam, problem sets solving, case analysis, activity carried out using specific software that the student is expected to know,...)

(2) Weight of the evidence in the final mark of the subject (specify the percentages of each evaluation evidence that the student must undertake)

(3) For each piece of evidence: Is the activity that corresponds to this evaluation evidence to be carried out in person on the date scheduled for the comprehensive evaluation? (YES/NO)

RETAKES PROCEDURE :

For the retake procedure, no distinction is made between students who have followed the continuous evaluation and those who have opted for the comprehensive evaluation. All will be re-assessed using the same test or evaluation evidence.. The date will be the same and published by the Faculty and approved by the Faculty's Teaching and Academic Affairs Committee.

REVIEW OF THE FINAL QUALIFICATION:

\\"The review of the final qualification will follow the same procedure as for the continuous evaluation\\".

USE OF ARTIFICIAL INTELLIGENCE. Permitted use: "In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student should clearly identify which parts have been generated with this technology, specify the tools used, and include critical reflection on how these have influenced the process and the final outcome of the activity. Non-transparency in the use of AI will be considered academic dishonesty and may lead to a penalty in the grade of the activity, or greater sanctions in cases of seriousness.

The performance of any irregularity in an assessment act (academic fraud, plagiarism or improper use of AI,

unless this use is expressly authorised in the teaching guide), which may lead to a significant variation in the grade, means that this act will be graded with a 0. In the event that the teaching guide provides that in order to pass the subject it is a requirement to have obtained a minimum grade in this assessment act or that there are various irregularities in the assessment acts of the same subject, the final grade of this subject is 0. Apart from this, a disciplinary process may be instituted for the student who incurs in any of these irregularities. Teachers reserve the right to conduct oral interviews or an alternative test, in order to verify the effective acquisition of knowledge and skills and therefore the validity of the assessment tests carried out by students.

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Dossier:

a) Statistical material used and commented on class. Readings about some program topics, exercises and practice sessions materials. This dossier is available at the electronic address of the virtual campus.

b) Teaching Materials: Courses notes available at the electronic address of the Virtual Campus

Electronic addresses:

Look at the website of the "Centre d'Estudis Demogràfics" of the UAB: <http://www.ced.uab.es/>. Links from other research centres and production of data and demographic statistics institutions are available.

Software

Excel

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed