

IS 470: Political Demography
Department of International Studies and Political Science

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Office Hours: Wednesday, 0900-1100 & by appointment

OFFICE HOURS:

I am typically in my office, and if my office door is open, you are welcome to meet with me anytime without prior notice. Office hours are guaranteed Wednesday 0900-1100. However, I am usually available for an appointment at other times, including evenings and weekends.

Course Description:

Although world population did not reach two billion until about 1930, it now stands at over seven billion. The world's wealthiest countries have the lowest fertility rates and oldest populations on the planet, while the population of the world's least developed states will double by 2050. At the same time, the world is more urbanized than ever before and conflict, climate change, and economic opportunity create a web of push and pull forces that continue to drive international migration.

Some of these demographic trends contribute to interstate war, civil conflict, and poverty. Others increase state power and facilitate development. Population can be a powerful force for both security and insecurity, but the relationship is not predestined. The implications of demographic trends depend on political context and political capacity, especially the institutions, governance, and leadership that attempt to address demographic challenges. To understand the implications of these demographic trends, this course offers a comprehensive vision of national security, one that will encompass a state's ability to survive and thrive by the absence of threat at the system, state, and individual levels of analysis.

Course Objectives:

- (1) Acquire and demonstrate knowledge of population trends, population lexicon, and demographic methods.
- (2) Reflect on and evaluate the evolution of the concept of "security" within both the discipline and practice of international relations.
- (3) Demonstrate understanding of the ways demographics pose challenges and opportunities for national security.
- (4) Write a publishable book review.

Grading:

- 20% Writing Assignments
- 20% Book Review
- 50% Country Report and Research Design
 - 15% Topic Selection and Population Pyramid
 - 35% Issue Description
 - 50% Final Draft
- 10% Participation

Writing Assignments:

This course will have two writing assignments that will require that you reflect, analyze and integrate various materials. It is in your best interest to begin work on these writing assignments well before their respective due dates: these writing assignments are not designed to be begun the night before they are due.

Assignments turned in after the deadline will be deducted a letter grade. An additional letter grade will be deducted for every 24-hour period it is late thereafter.

Book Review:

Cadets will select a book length manuscript related to demography, read that book, and write a review consistent with provided examples. 4-6 pages.

Country Report:

Each cadet will draft a 15-20 page report that reviews a country's population pyramid, demographic issues, and their relationship to security. Identifying how demographic issues are related to security will require cadets to create a research design, including the presentation of a theory, testable hypotheses, and a plan for execution. Execution of the design, however, is not expected.

A Few General Polices and Recommendations:

We will be using the canvas page associated with this course for some readings. You are expected to have copies of the readings or very detailed notes with you in class. Without the readings or very detailed notes you cannot adequately participate in class discussion. Repeated failure to bring your copy of the reading or your notes with you to class may result in a 0% for your participation grade.

I reserve the right to issue unannounced pop-quizzes should I feel that cadets are not doing the reading.

Use of social media and text messaging is not permitted while class is in session. I reserve the right to proscribe computer usage in class if I suspect that computers are being used for non-academic purposes.

No tobacco products, food, or gum are allowed in the classroom.

Students with Disabilities:

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandate reasonable accommodations are provided for all Cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for Cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Sarah Jones, Director of Disabilities Services, for more information, 464-7667 or email at: jonesl10@vmi.edu.

Daily Schedule/Readings

Course Introduction

August 31: Welcome, Syllabus, Discussion

September 5:

- Kaufmann, Eric. 2010. Ch. 2 "The Hidden Hand of History: Demography and Society." from *Shall the Religious Inherit the Earth?* pp. 46-73
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What is Security?

The concept of national security is complex and contested. Some, particularly realists, resist broadening the definition to consider non-military aspects, but policy-makers and others increasingly recognize that the sources of even the most traditional security threats, like external attack, are varied. In this section, we will answer such questions as:

- How has the meaning of security shifted from the Cold War to post-9/11 world?
- Which theoretical perspectives welcome the broadening and widening of security and which resist it?

September 7:

- Caldwell, Dan and Robert E. Williams, Jr. 2006. "The Meaning of Security Today," in *Seeking Security in an Insecure World*. Lanham: Rowman & Littlefield, pgs. 1-16.
- Caldwell and Williams, "The State of the State: National Security after 9/11," in *Seeking Security in an Insecure World*, pgs. 117-128.

September 12: Conference in Thailand, Make-up TBD

September 14: Conference in Thailand, Make-up TBD

September 19:

- Burgess, J. Peter. "Non-Military Security Challenges," in *Contemporary Security and Strategy*, ed. Craig A. Snyder. Palgrave Macmillan, pgs. 60-78.
 - Kay, Sean. Ch. 8 "Human Security," in *Global Security in the Twenty-first Century*. Lanham: Rowman & Littlefield, pgs. 258-293.
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Population Basics

In this section of the course, we will learn about the drivers of population change: fertility, mortality, and migration. We will also begin to identify the general political implications of demographic change and become comfortable with demographic data.

September 21: Fertility and Mortality

- "Population: A Lively Introduction" pages 1-16
- "PRB's Population Handbook," pages 1-23
- **Security Challenges Response Paper Due**

September 26: Migration, Composition, and Distribution

- "Population: A Lively Introduction," pp. 16-end
- "PRB's Population Handbook," pages 24-end

September 28: Population in 2017

- United Nations. 2017. "World Population Prospects: Key Findings and Advanced Tables, the 2017 Revision." New York: United Nations.
- **Population Pyramid Due**

October 3:

- Sciubba, Ch. 1 "A Framework for Demography and National Security," in *The Future Faces of War*
 - Goldstone, Ch. 2 in *Political Demography*
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Youthful Populations

States with an abundance of youth face many problems with civil conflict, rebellion, and crime. They may also face dim prospects for democracy and development. Should we see youth as a burden for society or can they also create more security for the state? Why are youth often associated with radicalism and violence?

October 5:

- Sciubba, "Chapter Two: Youth and Youthful Age Structures" *The Future Faces of War*
- Leahy, Ch. 6 *Political Demography*

October 10:

- Bricker, Noah Q. and Mark C. Foley. 2013. "The Effect of Youth Demographics on Violence: The Importance of the Labor Market." *International Journal of Conflict and Violence* 7(1):179-194.
- "Empower, Educate, and Employ Youth..." *New Security Beat* blog, 8 January 2016.

October 12:

- Cincotta and Doces, Ch. 7 *Political Demography*
 - Fargues, Philippe. 2012. "Demography, Migration, and Revolt in the Southern Mediterranean." In *Arab Society in Revolt: The West's Mediterranean Challenge*, eds. Cesare Merlini and Olivier Roy. Washington, D.C.: Brookings Institution Press.
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Population Aging

In this section, we will discuss writing a population brief and research design. We will also examine the relationship between population aging and national power. Is Europe destined for decline?

October 17: Writing a Research Design

- Sciubba, "Chapter Three: Population Aging"
- **Youthful Populations Response Paper Due**
- **Book Selection Approved**

October 19:

- Sciubba, "Chapter Three: Population Aging"

October 24:

- McKenzie global report

October 26:

- Demographic Winter video
 - **Description of Issues Due**
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Transitional Age Structures

Youthful age structures and mature ones represent two extremes, but there are numerous states in the middle. These countries are in what demographers refer to as the "window of opportunity," where they have greater proportions of workers than dependents. How does this age structure contribute to greater national security?

October 31:

- Sciubba, "Ch. 4: Transitional Age Structures"
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Migration

Migration is the third pillar of demographic change (fertility and mortality are the other two). The movement of people creates unique challenges for national security because people bring their religious and political views with them when they move. These can often clash with the religious

and political views of their new society. Yet, migration also represents the chance to find economic opportunities or escape political persecution.

November 2:

- Sciubba, “Ch. 5: Migration and Internally Displaced Persons”
- Coleman, Ch. 12 *Political Demography*

November 7:

- Connor, P., Cohn, D. V., & Gonzalez-Barrera, A. (2013). *Changing Patterns of Global Migration and Remittances*. Washington, DC: Pew Research Center.
- “Generation Z to eclipse Millennials” NYT

November 9:

- Camp of the Saints
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Urbanization

Urbanization describes the movement of people from rural to urban areas. In some countries, urban areas provide access to education and health care that are unavailable in rural areas, and thus present opportunities for individual development. In others, growth is outpacing the ability to plan for urban development and slums are riddled with disease. In what ways is urbanization connected to national security, and how will these changes and opportunities unfold as urbanization increases worldwide?

November 14:

- Sciubba, “Ch. 6: Urbanization and Urban Areas”
 - Buhaug, Halvard and Henrik Urdal. 2013. "An Urbanization Bomb? Population Growth and Social Disorder in Cities." *Global Environmental Change* 23:1-10.
 - **Book Review Due**
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Other Issues with Composition

We have already covered a number of the links between age structure and national security and have focused on the relative composition of youth, working age, and older members of society, which are created for the most part by changes in fertility. This section shifts the lens and looks briefly at four areas: the age structure changes that come from high mortality; sex ration imbalance; differential growth among ethnic and religious groups; and the connection between population and environmental issues.

November 16: Religion and Ethnicity

- Sciubba, “Chapter Seven: Other Challenges of Composition”
- Kaufmann and Skirbekk, Ch. 13 *Political Demography*

November 28: Religion and Ethnicity

- Toft, Ch. 14 *Political Demography*
- Nordas, Ch. 17 *Political Demography*

November 30: Population and Environment

- Green, Ch. 16 *Political Demography*
- Matthew, Ch. 9 *Political Demography*

December 5: Sex Ratio and Gender Imbalance

- Selection from Hudson and den Boer

December 7: The Future

- Goldstone, Jack. “The New Population Bomb,” *Foreign Affairs* Jan/Feb 2010.
- Sciubba “Chapter Eight: Challenges and Opportunities for the 21st Century”

December 12: Concluding Discussion

- **Final Papers Due**

Work for Grade Policy:

The below work for grade policy is taken directly from “Part IV: Academic Regulations” of *Regulations for the Virginia Military Institute*, under “Cadets’ Responsibilities”:

“Work for grade” is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet’s own work. “Cadet’s own work” means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet’s own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the source of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases and documentation.

In all written work for grade, the cadet must include the words “HELP RECEIVED” conspicuously on the document, and he or she must then do one of two things: (1) state “none,” meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one’s feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies states in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else’s work, written or otherwise, formally graded or not, as one’s own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

Department of International Studies Work for Grade Policy:

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research papers, policy memoranda, briefing papers, and discourse analysis – identification and analysis of the critical difference is in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments.¹ Cadets who do so and mark “Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing² of a cadet’s written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

¹ As defined on page 27 of the academic regulations, critical comments are “general advice given on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing.”

² As defined on page 27 of the academic regulations, “proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the editing process. In addition to the corrections made in proofreading, editing includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. A cadet may not have his or her work proofread or edited by someone other than the instructor.”