POPULATION AND DEVELOPMENT

Spring Semester

EPHD 227, 3.0; 3 cr.

SYLLABUS

Instructor: Ayman Zohry, PhD.
Van Dyck Hall, Room 230
Office Hours: by appointment
Ext.: 4633
Email: ayman.zohry@aub.edu.lb

Class time and location: Tuesday, 10:00 - 11:55 am, Van Dyck Hall, Room 223
Thursdays, 10:00 - 11:00 am, Van Dyck Hall, Room 223

Course Description:

This course is designed to give a critical look at the relationship between population and socioeconomic development. The major questions that we would try to answer include the following: what is the nature of the relationship between population growth and socioeconomic development? How does population size and growth affect socioeconomic development and vice versa? To address these questions, the course begins with a brief discussion of the meaning of socioeconomic development, the nature and characteristics of developing countries, and other basic concepts that are necessary to our understanding of the relationship between population and development. Thereafter, we examine the population debate and the forces that shape it. The course will then examine the relationships between the dynamics of population (fertility, mortality and migration) and socioeconomic development.

Objectives and Learning Outcomes:

By the end of this course, students would have:

1. Understood the interrelationships between population growth, population size and socioeconomic development.
2. Been introduced to the international debates surrounding the discussion of the population-development relationships.
3. Gained enough understanding of how socioeconomic development impacts the levels of mortality, fertility and migration to be able to explain them in simple words.
4. Been introduced to various policy responses to population size and population growth around the world.
Teaching Method

The topics in this course will be covered through a variety of methods. Although I will cover some course material through a standard lecture format, my goal is to lecture as little as possible. Research has shown that the lecture format is not a particularly effective way of learning. Rather than simply sitting and listening, I expect students to become actively involved in the course. Typically, student involvement comes from asking questions and engaging in class discussion. In addition to class discussions, we will engage in a number of activities such as case studies, and in-class exercises, which are designed to provide "hands-on" learning of key course concepts. Basically, my teaching philosophy is to get you as actively involved in the course as possible by having you do things and to think about what you are doing. This type of approach is an effective way to learn course material. However, it is not easy. Active learning requires students to come prepared and ready for class, remain open-minded, and exert considerable mental energy.

Course Prerequisites: None

Student Evaluation/Grading:

This is an interactive class and does not rely on traditional examinations; therefore, it is critical that you participate fully from the beginning in readings and discussions. Students would be assigned topics and relevant references on which they will make a presentation in class. We would aim to have two such presentations by each student. Class presentation will be worth 10%. There will be a short mid-term exam that will be worth 20%. There will also be a term paper to be handed in on the last week of the semester. This research paper, which will be on a topic that is relevant to the content of the course, is worth 30%. The final exam will be worth 30%. The remaining 10% will be class participation and attendance.

Final grades for the course will be calculated as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Classroom discussions, participation, and presentations</td>
<td>10%</td>
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<tr>
<td>Mid-term exam</td>
<td>20%</td>
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<tr>
<td>Term Paper</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
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Course Text and Readings:

A. Textbook

B. Additional Resources
In addition to the “main” textbook, various issues of the Human Development Report (1990-2003), book chapters, research reports, and published papers will be used. A
copy of each of the recommended references will be available for students to read and photocopy. However, it must be noted that the recommended references should not be taken as the only texts that cover the topics, but just a sample. There are various perspectives and publications available on the subject matter of this course. Students are encouraged to check Jafet Library and the course WebCT account for further information on each topic that we cover in class. In addition, a course CD will be available for offline browsing.

Course Schedule:

Feb. 17, 19  Population and Development Interrelationships: An Introduction
Mar. 2, 4    The Population Debate
Mar. 9, 11   Theoretical Perspectives: Population and Development Theories
Mar. 16, 18  Economic Consequences of Rapid population Growth
Mar. 23, 25  Social Consequences of Rapid population Growth
Mar. 30, Apr. 1 Population and the Environment
Apr. 6, 8    Fertility and Socioeconomic Development
Apr. 13, 15  Mortality/Morbidity and Socioeconomic Development
Apr. 20, 22  Migration and Socioeconomic Development
Apr. 27, 29  Population and Development Policies
May 4        Woman Status, Socioeconomic Development and Population Change.
May 11, 13   Food Production and Population
May 18, 20   Population and Development in the Middle East and North Africa
May 15       Revision and Overview