DESCRIPTION:
The increase in the world’s population has been (and still is) used as a scapegoat for the evils that haunt the earth: poverty, hunger, global warming, ecological damage, deforestation, biodiversity threat, depletion of the seas, energy shortages, migration flows, etc. What is true in all this? The course will present a plural view of the different theoretical currents on the relationship between population, on the one hand, and economic development and ecological threats, on the other.

The course will also analyze a number of demographic aspects that Western societies have experienced (although we will make a special mention of the transformations experienced by Spanish society) and that greatly condition their future: the strong decline in fertility (well below the level of generational replacement), the process of population aging, concentration of population in cities and depopulation of rural areas, etc. Nor will we forget to analyze another demographic aspect of vital importance that is of great concern to policy makers and the general population: international migration flows. Fears towards foreigners, especially in times of economic crisis, are felt both in countries with a long tradition of migration (United States, Germany, United Kingdom ...), as well as in new immigrant recipients (Spain). The course will analyze the causes and consequences of migratory flows (both for receiving countries and for countries of origin).

All these themes will be vertebrated with numerous examples from the specific analysis of the Spanish socio-demographic reality, but without doubt, its conclusions will transcend other areas of the Western world. Official data will be offered on which the different theoretical paradigms are based. Students will actively participate in the search for information (from the United Nations, the World Bank and many other international agencies, national statistical offices) to ratify or contradict the approaches made in class.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures: The professor will present and explain the main concepts that are collected in the recommended readings (PowerPoint documents used in class will be available to students)
- Discussions and Active Learning: Students are expected to intervene actively making constructive comments on the theoretical positions of the authors to be studied (it is very important that the students come to class with the recommended texts already read)
- Frequent Student Research: In addition to outside individual assignments, students will actively participate in the search for information (from the United Nations, the World Bank and many other international agencies, national statistical offices) to ratify or contradict the approaches made in class.
- Debates and Presentations: There will be debates on current news and documentaries related to the course topics. Also, students will make brief presentations as the progress term papers.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 5%
Class Participation
Students are expected to intervene actively making constructive comments on the theoretical positions of the authors to be studied (it is very important that the students come to class with the recommended texts already read).

Term paper
Students will produce a well-researched and argued term paper of 2500-3500 words in length. They will select their topics from one of the center themes outlined in the course content in consultation with the professor and should incorporate supporting documentation that ratifies or contradicts the theoretical positions analyzed in the course. Students will provide oral updates of their progress in the latter half of the term.

Press Dossier
Students will follow selected topics in the press during the semester. They will briefly provide annotated commentary on at least one article per week applying concepts and theories studied in class.

Documentary Critique
Students will write a short critical commentary of a documentary (the list of possible documentaries will be given at the beginning of the course).

Midterm Exam
The midterm exam consists of short-answer questions, a multiple choice section, a brief analysis of a graph, and essay questions.

Final Exam
The final exam will consist of several long essay questions and a multiple choice section.

LEARNING OUTCOMES
By the end of the semester students will be able to:

- Identify the dynamic relationships between population, natural resources and the environment.
- Describe main migratory flows in the world-wide sphere, with special attention to the Western reality
- Assess the economic and social costs and benefits of international migratory flows (present and future).
- Analyze the main concepts and generalizations about human society and its processes.
- Identify and evaluate the interrelationship between different demographic phenomena and the social, economic and possibly public policy reality (causes and consequences of international migrations).
- Demonstrate their skills in the search for secondary information in different international sources (official institutions, libraries, Internet, etc.).
- Analyze the transformations and evolution of contemporary societies.

ATTENDANCE POLICY
Attendance is mandatory for all IES classes, including field studies. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than two classes in any course, half a letter grade will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:
I. The size and growth of the world (and Spanish) population and their spatial distribution.
II. Classical theories on population growth: Adam Smith, Thomas Malthus and Karl Marx
III. Population and economic development: the pessimistic, neutral and optimistic view
IV. Population, natural resources and the environment: the debate between catastrophists and cornucopians.
V. Why do migratory flows occur? The contemporary theoretical mosaic
VI. Economic consequences of international migration for host countries and countries of origin

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<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td>• Introduction and presentation of the course</td>
<td>Chapters 1 y 2 (Sánchez Barricarte, 2008; pages: 25-51)</td>
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<tr>
<td></td>
<td>• The size and growth of the world (and Spanish) population and their</td>
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<td>Week 2</td>
<td>• Classical theories on the growth of the population I</td>
<td>Chapters 3.4 y 3.5 (Sánchez Barricarte, 2008; pages: 66-82)</td>
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<td>• Classical theories on the growth of the population II</td>
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<td>Week 3</td>
<td>• Population and economic development I</td>
<td>Capítulo 4.1 y 4.2 (Sánchez Barricarte, 2008; pages: 96-116)</td>
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<td>• Population and economic development II</td>
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<td>Week 4</td>
<td>• Population and economic development III</td>
<td>Chapters 4.3 y 4.4 (Sánchez Barricarte, 2008; pages: 110-144)</td>
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<td>• Population and economic development IV</td>
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<td>Week 5</td>
<td>• Population and economic development V</td>
<td>Chapters 5.1, 5.2 y 5.3 (Sánchez Barricarte, 2008; pages: 148-206)</td>
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<td>• Population, natural resources and environment</td>
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<td>Week 6</td>
<td>• Midterm Exam</td>
<td>Chapters 5.4 (Sánchez Barricarte, 2008; pages: 206-243)</td>
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<td>• Population, natural resources and environment II</td>
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<td>Week 7</td>
<td>• Population, natural resources and Environment III</td>
<td>Chapters 5.4 (Sánchez Barricarte, 2008; pages: 244-288)</td>
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<td>• Population, natural resources and environment IV</td>
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<td>Week 8</td>
<td>• Population, natural resources and Environment V</td>
<td>Chapters 5.4 (Sánchez Barricarte, 2008; pages: 289-342)</td>
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<td>• Population, natural resources and environment VI</td>
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<td>Week 9</td>
<td>• Why do migratory flows occur? The contemporary theoretical mosaic I</td>
<td>Chapter 1 (Sánchez Barricarte, 2010; pages: 19-35)</td>
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<td></td>
<td>• Why do migratory flows occur? Contemporary theoretical Mosaic II</td>
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| Week 10 | • Economic consequences of international migration for host countries  
          • Economic consequences of international migration for host countries and of Origin II  
          Documentary Critique Due | Chapter 3 (Sánchez Barricarte, 2010; pages: 83-104) |
| Week 11 | • Economic consequences of international migration for host countries and of Origin III  
          • Economic consequences of international migration for host countries and of Origin IV  
          Press Dossier Due | Chapters 3 (Sánchez Barricarte, 2010; pages: 105-107, 129-153 and 162-181) |
| Week 12 | • Economic Consequences of international migration for host countries and V  
          • Economic consequences of international migration for host countries and of Origin VI  
          Term Paper Due | Chapter 4 (Sánchez Barricarte, 2010; pages: 183-205) |

**REQUIRED READINGS:**

**RECOMMENDED READINGS:**
• INSTITUTO NACIONAL DE ESTADÍSTICA (2009), *Desarrollo sostenible 2008: Principales indicadores de España para el seguimiento de la Estrategia de DS de la UE*, Madrid: INE.
• IZQUIERDO, A. y otros (2006), *Demografía de los extranjeros: incidencia en el crecimiento de la población*, Madrid: FBBVA.
• NACIONES UNIDAS (1996), *Crecimiento de la población y desarrollo económico*, Cuadernos de la CEPAL nº 75, Santiago de Chile: Naciones Unidas.
• Reher, D., M. Requena, A. Sanz (2011) “¿España en la encrucijada? Consideraciones sobre el cambio de ciclo migratorio”, *Revista Internacional de Sociología* 39, M1, número monográfico dedicado al tema La inmigración en España: Perspectivas innovadoras (Reher, D., M. Requena y A. Sanz, Coord.), 9-44.