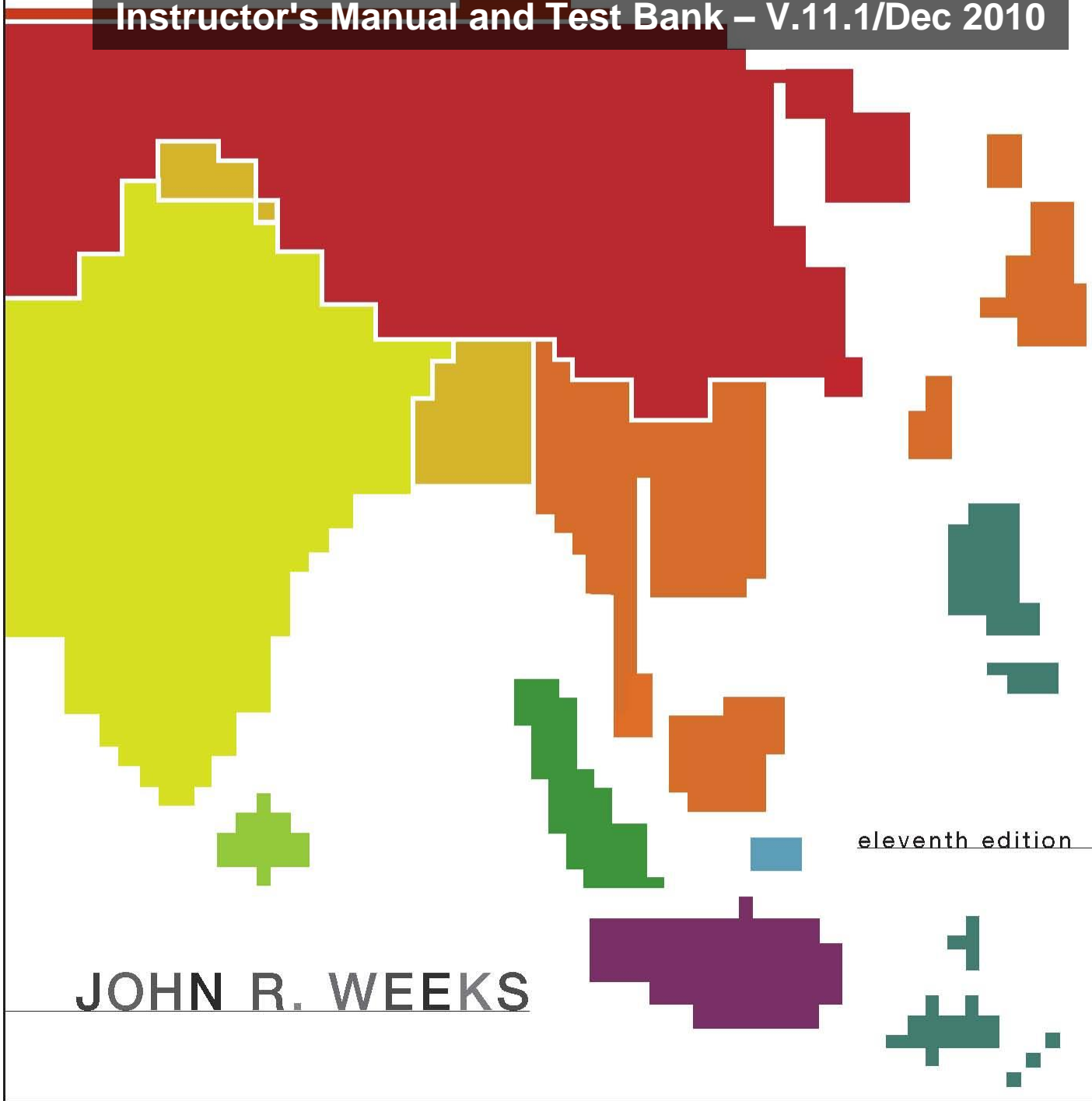


POPULATION

an introduction to concepts and issues

Instructor's Manual and Test Bank – V.11.1/Dec 2010



eleventh edition

JOHN R. WEEKS

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Printed in the United States of America

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PREFACE

This instructor's manual and test bank is a companion to my book, **POPULATION: AN INTRODUCTION TO CONCEPTS AND ISSUES, ELEVENTH EDITION** (Belmont, California: Wadsworth Cengage Learning ©2012). Most of the material presented here has been used successfully in my own classes, but I would appreciate feedback from users with respect to suggested revised wording of questions and answers, as well as student response to term projects and supplemental material. I should note that over the years I have gradually withdrawn from reliance on the multiple-choice and true-false questions in my own classes, so I will especially appreciate feedback on the quality of these questions. I am currently using these questions in Blackboard, requiring that students keep answering questions until they get them right, rather than using them directly as a grading device. If you have ideas and suggestions please email me at john.weeks@sdsu.edu, and I will try to incorporate them into subsequent updates of this manual.

IMPORTANT: Please visit, comment on, and make use of my blog:

<http://weekspopulation.blogspot.com/>

Each item posted to the blog is identified according to the chapter(s) to which it most closely relates. By clicking on the labels listed on the right-hand side of the page, you will bring up related posts, which can then be the basis of class discussion and/or essay assignments. You can also search for key words.

Weeks Population

This blog is intended to go along with **Population: An Introduction to Concepts and Issues**, by John R. Weeks, published by Wadsworth Cengage Learning. The latest edition is the 11th (which came out in December 2010), but this blog is meant to complement any edition of the book by showing the way in which demographic issues are regularly in the news.

If you are a user of my textbook and would like to suggest a blog post idea, please email me at: john.weeks@sdsu.edu.

About Me Saturday, December 18, 2010

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DREAM dies in the Senate

As predicted, the Development, Relief and Education for Alien Minors Act (the DREAM Act) **did not garner enough votes in the Senate today** to be brought to the floor for a vote. It did get 55 votes—a majority of Senator did vote to bring it to vote—but the Senate procedure called "cloture" (or end to debate—a move to avoid a filibuster) requires 60 votes, so the motion failed. This bill has been rattling around Congress for nearly a decade and despite its good intentions to provide a path to citizenship for children brought to the US as undocumented immigrants by their parents, it seems unlikely that it will get majority support in the new Congress coming into office in January, despite a pledge by President Obama to push for it.

President Barack Obama and Democratic supporters vowed to push again for the measure in the new Congress that will be seated in January.

"It is disappointing that common sense did not prevail today," Obama said in a statement. "But my administration will not give up on the DREAM Act, or on the important business of fixing our broken immigration system."

One of the issues raised by the opposition is that the eventual granting of citizenship to these individuals will have the multiplier effect of bringing in their close relatives through the family preference system. The problem with this argument is that you are really opposed to the family preference system, then that system (which certainly can be changed) should be changed, rather than using it as grounds for denying a path to citizenship for genuine victims of circumstances.

Posted by John Weeks at 7:43 PM 0 comments

Links to this post

Topics: migration transition

Topics

- Age Transition (22)
- Coping with demographic change (36)
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- demographic perspectives (2)
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- ▼ 2010 (156)
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FEATURES OF THIS MANUAL

For each of the 12 chapters in the text, I have provided the following:

- **Learning Objectives** for the chapter.
- **Main Points** from each chapter, as a summary of the chapter contents.
- **Examination questions**, including 20 multiple-choice and 10 true-false questions per chapter.
- **A list of the items glossed in the chapter**, with the definitions randomized for matching as exam questions.
- **Five essay/class discussion questions**, which are drawn from the discussion questions at the end of each chapter.
- **A list of the websites** suggested at the end of each chapter of the text;

In addition, I have provided at the end of the manual a set of **term project templates, and a set of internet-based exercises**.

There is also a set of **Powerpoint slides** that I have prepared for each chapter that may be downloaded from the publisher's website:

http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b1&product_isbn_issn=9781111185978

PART ONE
A DEMOGRAPHIC PERSPECTIVE

CHAPTER ONE
INTRODUCTION TO DEMOGRAPHY

LEARNING OBJECTIVES

1. Understand what the field of demography is all about.
2. Understand why demography is important to study.
3. Appreciate the uses to which demographic information can be put.
4. Comprehend the overall structure of the book.

MAIN POINTS

1. Demography is concerned with virtually everything that influences or can be influenced by population size, distribution, processes, structure, or characteristics.
2. The cornerstones of population studies are the processes of mortality (a deadly subject), fertility (a well-conceived topic), and migration (a moving experience).
3. Almost everything in your life has demographic underpinnings that you should understand.
4. Examples of global issues that have deep and important demographic components include terrorism and regional conflict, violence in sub-Saharan Africa, the backlash against immigrants, globalization, and the degradation of the environment.
5. “Local” uses for demographic information, usually labeled “demographics,” represent the application of population theory and methods to the solution of practical problems.
6. When we account for the location of the people whose demographic behavior we are studying, we are engaging in spatial demography, or geodemographics.
7. Demographics is the central ingredient in congressional reapportionment and redistricting in the United States, and politicians also find demographics helpful in analyzing legislation and in developing their strategy for their own election to office.
8. Local agencies use demographics to plan for the adequate provision of services for their communities, including education, criminal justice, and health.
9. A major use of demographics is to market products and services in the private sector.
10. Demographics are an important component of site selection for many types of businesses, are key elements of human resource management, and help investors pinpoint areas of potential market growth, because population is a major factor behind social change (and thus opportunity).

EXAMINATION QUESTIONS

Multiple-Choice (Choose the single best answer—the page where the answer is found is indicated in parentheses)

1. The concept of the past as a foreign country is based on the idea that:
 - a. there used to be fewer foreigners in the United States than there are now.
 - b. the boundaries of the country have changed over the past two hundred years.
 - c. the population structure and characteristics have changed over time. (3)
 - d. immigrants have dramatically changed the demographics of the United States.
2. During the twentieth century, life expectancy in the United States increased from about ____ to nearly 80.

- a. 40
 - b. 50 (3)
 - c. 60
 - d. 70
3. During the twentieth century, the average number of children born to women in the United States declined from ____ to 2.1
- a. 5.0
 - b. 4.5
 - c. 4.0
 - d. 3.5 (3)
4. "Hatching, matching, and dispatching" is shorthand for the description of:
- a. population processes.(3)
 - b. population distribution.
 - c. population characteristics.
 - d. None of the above
5. Population structure is defined as:
- a. how many people there are in a given place.
 - b. where people are located and why.
 - c. how many males and females there are of each age. (3)
 - d. what people are like in a given place.
6. Globalization is rooted in demography most clearly as a result of:
- a. migration from developing to richer nations.
 - b. low wage labor in rapidly growing developing nations. (6)
 - c. the spread of transportation and communication technology.
 - d. the global increase in educational levels.
7. One of the major demographic forces that is incendiary in the Middle East is:
- a. the high maternal mortality rate.
 - b. high mortality from violent causes.
 - c. refugees leaving the area.
 - d. the impact of the youth bulge. (7)
8. The demographic roots of violence in Sub-Saharan Africa are related especially to:
- a. the high maternal mortality rate.
 - b. high mortality from violent causes.
 - c. refugees leaving the area.
 - d. the impact of the youth bulge. (7)
9. For the past few decades, the number of children born to Palestinian women has been about ____ times as many as have been born to Israeli women.
- a. two (9)
 - b. three
 - c. four
 - d. five

10. The United States accepts more immigrants than any other country in the world, but the country with the highest number of immigrants per person is:
 - a. Canada. (10)
 - b. Australia.
 - c. the United Kingdom.
 - d. France.

11. With reference to Europe, the “demographic time bomb” usually refers to:
 - a. the rapid growth of the Muslim population.
 - b. the impact of undocumented immigrants from sub-Saharan Africa.
 - c. low fertility leading to the demise of the nuclear family.
 - d. the rapid aging of the population. (12)

12. Population growth alone would not have had such a huge impact on the environment were it not for the accompanying fact that:
 - a. people have been living longer.
 - b. there has been an intensive increase in the use of resources. (12)
 - c. the atmospheric conditions have been shifting.
 - d. humans have settled in increasingly vulnerable parts of the planet.

13. Geodemographics and spatial demography refer to the analysis of demographic data that does the following:
 - a. takes business uses of demography into account.
 - b. takes location of people being studied into account. (14)
 - c. takes globalization into account.
 - d. takes Congressional apportionment into account.

14. Which of the following is a constitutionally mandated reason for conducting a census in the United States?
 - a. Drawing of congressional district boundaries (16)
 - b. Distribution of funds to counties based on population size
 - c. Apportionment of seats in the US Senate
 - d. Calculation of the percentage of the population that is eligible to vote

15. States that have a more liberal voting pattern are generally located _____ in the United States and are located ____ in Mexico:
 - a. in the middle states; in the northern states
 - b. on the coastal states; in the northern states
 - c. on the coasts; in the southern states (18)
 - d. in the middle states; in the southern states

16. Which of the following demographic phenomena is apt to have the LEAST impact on decisions that school districts have to make?
 - a. Patterns of in- and –out migration
 - b. Changes in the age structure
 - c. Trends in fertility
 - d. Declines in the death rate (19)

17. Demographics are used in business marketing principally to accomplish the following:
 - a. Predict changes in the age structure
 - b. Find the people who will buy a given product (21)
 - c. Avoid expensive litigation related to discrimination
 - d. Reposition declining industries

18. The age group that is projected more quickly in the United States between 2010 and 2030 is:
 - a. 10-19
 - b. 40-49
 - c. 65-74 (23)
 - d. They are all projected to grow at the same rate.

19. The PRIZM system used by Nielsen Claritas is a direct application of the concept of:
 - a. site selection demographics.
 - b. human resource demographics.
 - c. geodemographics. (24)
 - d. investment demographics.

20. Which of the following demographic characteristics would likely be of least importance in evaluating investments for their growth potential?
 - a. Rate of population growth
 - b. Absolute size of the population
 - c. Ethnic distribution of the population (26)
 - d. Age structure

True-False

1. The term “demography” has Greek linguistic roots meaning “people” and “study of.” T (2)

2. At the beginning of the twentieth century, the number of Italian immigrants coming into the United States was similar to the number Mexican immigrants coming into the country at the beginning of the twenty-first century. T (3)

3. The fact that demography is connected to nearly everything means that demography determines nearly everything. F (5)

4. The presence of children in armies in sub-Saharan Africa is at least partly a side-effect of parents dying from HIV/AIDS. T (7)

5. A youth bulge inevitably leads to conflict in human populations. F (7)

6. An important factor in the growth of the Palestinian population has been the dramatic drop in the infant mortality rate. T (10)

7. “Demographic fatigue” refers to the idea that as people get older they tend to tire more easily. F (14)

8. Congressional redistricting in the United States is demographic in nature because geodemographic data are required to combat “gerrymandering.” F (16)

9. Cluster marketing is an application of the so-called “first law of geography.” T (24)

10. Life insurance companies and pension funds both make more money the longer that their customers live. F (25)

GLOSSARY ITEMS FOR THIS CHAPTER

Match each term (A through R) with its definition (1 through 18):

| | | | | |
|---|---|----|--|---|
| A | Apportionment | 1 | how the number of people in a particular place is changing over time | K |
| B | cluster marketing | 2 | the scientific study of human populations | E |
| C | Demographics | 3 | using demographic information to help manage an organization's labor force | D |
| D | demographics of human resource management | 4 | where people are located and why | J |
| E | Demography | 5 | using demographic information to help decide where to locate a business | Q |
| F | Geodemographics | 6 | those demographic traits or qualities that differentiate one individual or group from another, including age, sex, race, ethnicity, marital status, occupation, education, income, wealth, and urban-rural residence | I |
| G | investment demographics | 7 | a marketing technique of picking out particular sociodemographic characteristics and appealing to differences in consumer tastes and behavior reflected in those particular characteristics | R |
| H | marketing demographics | 8 | fertility, mortality, and migration; the dynamic elements of demographic analysis | L |
| I | population (or demographic) characteristics | 9 | manufacturing and packaging products or providing services that appeal to specific sociodemographically identifiable groups within the population | P |
| J | population distribution | 10 | how many males and females there are of each age | N |
| K | population growth or decline | 11 | analysis of demographic data that have been georeferenced to specific locations | F |
| L | population processes | 12 | how many people are in a given place | M |
| M | population size | 13 | the use of demographic information to improve the marketing of a product or service | H |
| N | population structure | 14 | the application of demographic science to practical problems; any applied use of population statistics | C |
| O | Redistricting | 15 | identifying neighborhoods on the basis of a whole set of shared sociodemographic characteristics and using that information to market goods and services to people in the identified geographic areas | B |
| P | Segmentation | 16 | the use of census data to determine the number of seats in the U.S. Congress that will be allocated to each state | A |
| Q | site selection demographics | 17 | basing investment decisions at least partly on the analysis of projected population changes | G |
| R | targeting | 18 | spatially redefining U.S. Congressional districts represented by each seat in Congress | O |

ESSAY/CLASS DISCUSSION QUESTIONS

1. When did you first become aware of demography or population issues more broadly, and what were the things that initially seemed to be important to you?
2. Why is the idea that nearly everything is connected to demography, or the companion idea that demography is destiny, not the same as demographic determinism?
3. How do you think the demography of the Middle East will be influenced in the long term by the Iraq war?
4. Discuss the relative advantages and disadvantages of a youth bulge for a population that policy planners might have to deal with.
5. If globalization has an underlying demographic component, how might that affect the investing patterns of someone who uses demography as one of their investment criteria?

WEBSITES SUGGESTED FOR THIS CHAPTER

<http://www.census.gov> The website of the U.S. Census Bureau has several very useful features, including U.S. and world population information and U.S. and world population clocks (where you can check the latest estimate of the total U.S. and world populations).

<http://www.prb.org> The Population Reference Bureau (PRB) in Washington, D.C., is a world leader in developing and distributing population information. The site includes regularly updated information about PRB's own activities, as well as links to a wide range of other population-related websites all over the world. There are videos on "Distilled Demographics" featuring demographer Carl Haub discussing the basic concepts of mortality, fertility, migration, and age pyramids, as well as a variety of other videos, webcasts, audiocasts, and blog posts.

<http://www.un.org/esa/population/unpop.htm> The Population Division of the United Nations is the single most important producer of global demographic information, which can be accessed at this site. Closely related United Nations data can be accessed through <http://data.un.org>.

<http://www.poodwaddle.com/clocks2.htm> This website keeps track of a wide range of demographic data from various official sources and then produces estimates that are constantly being updated (thus, they are called "clocks") by extrapolation models.

<http://www.odt.org/Pictures/popvillage.pdf> takes you to a PDF file of the "State of the Village Report" originally conceived by the late Donella Meadows of the Sustainability Institute in Vermont (<http://www.sustainer.org/>). It provides the demographics for a world village of 100 (originally 1,000, but since downsized) people.

<http://www.pbs.org/journeytoplanetearth/> Journey to the Planet Earth is a series of TV programs funded by NSF and shown on PBS in 2006. The segment on "State of the Planet" examines population growth and its relationship to resources in different parts of the world. Check your media library for availability.

OTHER RESOURCES

1. To follow up on the theme of "the past is a foreign country" you might assign some or all of Claude S. Fischer and Michael Hout, *Century of Difference: How America Changed in the Last One Hundred Years* (New York: Russell Sage Foundation), 2006.

CHAPTER TWO GLOBAL POPULATION TRENDS

LEARNING OBJECTIVES

1. Become familiar with the basic historical facts of world population growth.
2. Understand how and why the world's population is distributed as it is around the globe.
3. Understand the current regional patterns of population size and growth in all parts of the world.
4. Comprehend the major regional demographic contrasts that exist today.

MAIN POINTS

1. During the first 90 percent of human existence, the population of the world had grown only to the size of today's New York City.
2. Between 1750 and 1950, the world's population mushroomed from 800 million to 2.5 billion, and since 1950 it has expanded to nearly 7 billion.
3. Doubling time is a convenient way to summarize the rate of population growth. It is calculated by dividing the average annual rate of population growth into 69.
4. Early population growth was slow not because birth rates were low but because death rates were high; on the other hand, continuing population increases are due to dramatic declines in mortality without a matching decline in fertility.
5. World population growth has been accompanied by migration from rapidly growing areas into less rapidly growing regions. Initially, that meant an outward expansion of the European population, but more recently it has meant migration from less-developed to more-developed nations.
6. Migration has also involved the shift of people from rural to urban areas, and urban regions on average are currently growing more rapidly than ever before in history.
7. Although migration is crucial to the demographic history of the United States and Canada, both countries have grown largely as a result of natural increase—the excess of births over deaths—after the migrants arrived.
8. At the time of the American Revolution, fertility levels in North America were among the highest in the world. Now they are low, although not as low as in Europe.
9. The world's 10 most populous countries are the People's Republic of China, India, the United States, Indonesia, Brazil, Pakistan, Bangladesh, Nigeria, Russia, and Japan. Together they account for 59 percent of the world's population.
10. Almost all of the population growth in the world today is occurring in the less-developed nations, leading to an increase in the global demographic contrasts among countries.

EXAMINATION QUESTIONS

Multiple-Choice (Choose the single best answer—the page where the answer is found is indicated in parentheses)

1. The world's population at the time of the Agricultural (Neolithic) Revolution was approximately:
 - a. 4 million. (32)
 - b. 40 million.
 - c. 400 million.
 - d. 4 billion.
2. Carrying capacity is lower for hunter-gatherers than for agriculturists because:
 - a. their death rates are higher.

- b. they use the land extensively rather than intensively. (32)
 - c. they have fewer technological skills.
 - d. birth rates regularly exceeded death rates.
3. Between the third and fifth centuries AD the world's population declined somewhat, probably due to:
 - a. the impact of Indonesian volcanic eruptions.
 - b. higher mortality brought on by the early days of the Little Ice Age.
 - c. collapse of the Roman Empire and famine and floods in China. (34)
 - d. the Irish Potato Famine.
4. Two hundred years ago, the world's population was approximately:
 - a. 100 million.
 - b. 200 million.
 - c. 1 billion. (34)
 - d. 2 billion.
5. Current projections suggest that we may reach a population of 9 billion in approximately:
 - a. 2025
 - b. 2050 (35)
 - c. 2075
 - d. 2100
6. The total population of the world is currently increasing by about _____ million people per year:
 - a. 20
 - b. 40
 - c. 60
 - d. 80 (36)
7. The Persian chess board story illustrates which of the following?
 - a. The Queen as embodiment of female empowerment
 - b. The power of doubling (38)
 - c. The dilemma of using logarithms
 - d. A useful calculation of carrying capacity
8. Population growth was slow for most of human history because:
 - a. death rates were very high. (39)
 - b. abortion rates were very high.
 - c. people preferred small families.
 - d. low levels of technology always lead to low rates of growth.
9. The most important reason for the massive increase in the human population over the past two hundred years is:
 - a. the Green Revolution that increased agricultural productivity.
 - b. the decline in the death rate. (40)
 - c. the increase in the birth rate.
 - d. technology that has made it possible to live more places.
10. If a country is thought to be on the verge of population implosion, it is probably located in:
 - a. North America.
 - b. Sub-Saharan Africa.
 - c. South Asia.
 - d. Europe. (42)
11. The total number of people who have ever lived is probably about:
 - a. 10 billion.
 - b. 30 billion.

- c. 60 billion. (42)
 - d. 90 billion.
12. European expansion was characterized by east-west migration; since the end of World War II, world migration has been especially:
- a. a continuation of the east-west trend.
 - b. a reversal of the east-west trend.
 - c. a south-north trend. (44)
 - d. a north-south trend.
13. The five most populous countries in the world account for about ____ percent of the total world's population.
- a. 10
 - b. 25
 - c. 50 (44)
 - d. 70
14. The region of the world most negatively affected demographically by European expansion was:
- a. Latin America. (47)
 - b. Sub-Saharan Africa.
 - c. Indian subcontinent.
 - d. China.
15. At about the time of the American Revolution, the United States had a birth rate that:
- a. was very similar to the birth rate in England at the time.
 - b. was already lower than any currently developing nation.
 - c. was higher than birth rates even in Sub-Saharan Africa at that time.
 - d. was comparable to the highest national birth rates in the world today. (50)
16. Mortality and fertility trends in Canada are currently most like which of the following countries/regions of the world?
- a. United States
 - b. Western Europe (51)
 - c. Latin America
 - d. Japan
17. Population growth in Mexico was very rapid until recently because of a substantial delay in:
- a. its fertility decline. (52)
 - b. its mortality decline.
 - c. migration out of the country to the U.S.
 - d. improving agricultural productivity.
18. An important demographic consequence of very low fertility in Europe is that:
- a. European countries have been actively recruiting immigrants to fill in the younger ages.
 - b. European countries are aging. (55, 58-60)
 - c. the status of women has risen dramatically.
 - d. taxes have risen sharply in order to pay benefits to the elderly.

19. The most distinguishing demographic feature of the North Africa/Western Asia region of the world is its:
 - a. youth bulge. (55)
 - b. rapidly aging population.
 - c. High rate of out-migration.
 - d. Intransigently high level of infant mortality.

20. The two most populous nations of sub-Saharan Africa are:
 - a. Nigeria and Congo (Kinshasa.)
 - b. Ghana and Zimbabwe.
 - c. Congo (Kinshasa) and Ethiopia.
 - d. Nigeria and Ethiopia.

True-False

1. China's Great Leap Forward in 1958 helped to bring down that country's high death rate. (F) (37)
2. A baby is born somewhere in the world every four seconds. (T) (37)
3. The United Nations projects that the population of the world will double again over the next 40 years. F (39)
4. The majority of people ever born are alive at this moment. F (42)
5. Nearly four in ten humans live in either China or the Indian subcontinent. T (45)
6. Migration has been the single most important cause of population growth over time in the United States. F (50)
7. The drop in fertility in China is largely a result of its one-child policy. F (61)
8. Fertility is so low in Japan that it seems to have its own "one-child policy." T (62)
9. India's demography is so diverse that some of its southern states actually have fertility levels that are below replacement. T (62)
10. Bangladesh (originally known as East Pakistan) has birth and death rates that are more like those in India than in Pakistan (which was originally known as West Pakistan). T (63)

GLOSSARY ITEMS FOR THIS CHAPTER

Match each term (A through H) with its definition (1 through 8):

| | | | | |
|---|-------------------------|---|---|---|
| A | Agricultural Revolution | 1 | a popular term referring to a rapid increase in the size of the world's population, especially the increase since World War II | G |
| B | Baby Boom | 2 | the totality of the changes in economic and social organization that began about 1750 in England and later in other countries; characterized chiefly by the replacement of hand tools with power-driven machines and by the concentration of industry in large establishments | C |
| C | Industrial Revolution | 3 | the excess of births over deaths; the difference between the crude birth rate and the crude death rate is the rate of natural increase | F |
| D | Infanticide | 4 | the deliberate killing or abandonment of an infant; a method of "family control" in many premodern and some modern societies | D |
| E | Logarithm | 5 | change that took place roughly 10,000 years ago when humans first began to domesticate plants and animals, thereby making it easier to settle in permanent establishments | A |
| F | natural increase | 6 | the dramatic rise in the birth rate following World War II. In the United States it refers to people born between 1946 and 1964; in Canada it refers to people born between 1947 and 1966 | B |
| G | population explosion | 7 | a popular term referring to the end of the population explosion, but more generally meaning a decline in population size | H |
| H | population implosion | 8 | the exponent indicating the power to which a fixed number, the base, must be raised to produce a given number; related to the concept that human populations have the capacity to grow in a logarithmic fashion, increasing geometrically in size from one generation to the next | E |

ESSAY/CLASS DISCUSSION QUESTIONS

1. Describe what you think might be the typical day in the life of a person living in a world where death rates and birth rates are both very high. How might those demographic imperatives influence everyday life?
2. The media in the United States and Europe regularly have stories about the impending decline of population in the world. If you were asked to be on a TV talk show commenting on such a story, how would you respond?
3. Migration of people into other countries is a major part of the demography of the modern world. How do you think the world of 2050 will look demographically as a consequence of the trends currently in place?
4. Even without migration, the world will look very different in 2050 than it did in 1950. Analyze Table 2.4 in terms of the idea that "the past is a foreign country."
5. How would you explain the regional patterns that are very observable with respect to global demography? European countries are more like each other than they are like Asian countries, which are more alike than they are like African countries. Are national boundaries therefore meaningless when it comes to population trends?

WEBSITES SUGGESTED FOR THIS CHAPTER

<http://www.pbs.org/wgbh/nova/worldbalance/> NOVA produced a television program (and DVD) in 2006 called “World in the Balance” which explored the relationship between population growth and environmental issues around the world. They also created a website with several interesting interactive features, including “Human Numbers Through Time,” “Global Trends Quiz,” and “Be a Demographer.”

<http://www.censusindia.net> You don’t have to take anybody else’s word for what’s happening demographically in India. This Indian census website is in English and has lots of data for the country and its regions.

<http://www.cpdrc.org.cn/en-cpdrc/en-home.htm> There is a great deal of useful and regularly updated information on China at this website hosted by the China Population and Development Research Center in Beijing. Other useful demographic information about China is available at the University of Michigan’s China Data Center (<http://chinadatacenter.org>).

<http://sedac.ciesin.columbia.edu/plue/gpw> The Gridded Population of the World is a database created from censuses, surveys, satellite imagery, and other sources, producing a very realistic picture of population density and other characteristics at the global level. Regional maps and data are also available at this website.

<http://www.ornl.gov/sci/landscan/> LandScan is another globally gridded set of population data, designed at the Oak Ridge National Laboratory for the U.S. government as a way of evaluating the population anywhere in the world at risk of potential disasters.

OTHER RESOURCES

For the past few years, I have routinely shown the video “World in the Balance—The Population Paradox” during the first or second week of class. It was produced in 2004 as part of the NOVA series on Public Television. Global demographics change slowly enough that the basic ideas are still very current, and students appreciate the visuals. It is available at: <http://www.pbs.org/wgbh/nova/worldbalance/>.