

POPS 701: COMPUTER AIDED POPULATION ANALYSIS – 2 Credit Hours

Introduction/Subject Overview or Course Description

Demography is the scientific study of human population. When it is studied in relation to other disciplines it is called population studies, the main preoccupation of which is to explain the changes that take place in the population itself and the components of such change which are fertility, mortality and migration. The course is designed to introduce students to basic concepts of demographic measurement and modelling used to study changes that take place in the population. The course covers basic measures of mortality, fertility and migration; life table construction; multiple decrement life tables; stable populations; and population projections. Students will learn to apply demographic methods through a series of weekly problem sets.

Course Objective/Goals:

Students will leave the course with a solid grounding in the sources of demographic data, and the construction and interpretation of basic demographic indicators such as growth rates, mortality rates, life expectancy and total fertility rate.

Learning Outcomes

On successful completion of this course students will:

1. be able to use the computer to do simple population analysis
2. be able to create useful tables and figures for analyses in Microsoft Excel
3. be able to create formulas and templates for calculating life tables, and component population projections, in Microsoft Excel.
4. be able to know about the main ways in which fertility, marriage, mortality and migration may be measured and analysed;
5. be able to utilise advanced life tables for understanding various survivorships and life expectancies;
6. know when to use various demographic measurements, depending on the situation and type of analysis;
7. be able to interpret advanced life tables;
8. be able to develop a sensible component population projection model for a particular area or country;

POPS 702: ADVANCED QUALITATIVE RESEARCH METHODS – 3 Credit Hours

Course Description

This course will build on the RIPS Masters level course on Qualitative Research Methods (POPS611) and the College of Humanities PhD course on the Philosophy of the Social Sciences (FSSP701). It will aim to: (1) enhance students' understanding of the philosophical, ethical, methodological and interpretative aspects of qualitative research methods and (2) strengthen students' practical skills in analysing qualitative data. The lectures are structured on the assumption that all students are familiar with the basic principles of qualitative research and all have taken the FSSP701 course. There will be a strong emphasis on reading and critiquing

critical qualitative research material. This will form the basis for developing skills in evaluating and executing credible qualitative research and applying knowledge and skill to PhD projects in Population Studies.

Course Objectives and Overview:

Main teaching and learning approaches will be:

1. Interactive lectures (power point presentation, board and flip chart, Q&A for each session)
2. Group and individual work (group discussions and presentations by students)

Learning outcomes for the course

By the completion of this course students will be able to:

1. Demonstrate knowledge of the philosophies underpinning qualitative research
2. Demonstrate knowledge of advanced qualitative methods including their strengths and limitations
3. Demonstrate knowledge of analytical approaches in qualitative research including their philosophical, empirical and technical bases
4. Demonstrate the ability to critique and evaluate credible qualitative research
5. Demonstrate critical understanding of the complex ethical and practical dynamics of qualitative research
6. Apply above knowledge to designing and conducting qualitative research in demography and population studies

Reading List

Core Texts

1. Bauer, M. and Gaskell, G (eds) (2000). *Qualitative researching with text, image and sound: a practical handbook for social research*. London: Sage.
2. Coast, E. (2003). An evaluation of demographers' use of ethnographies. *Population Studies*, 57(3), 337-346.
3. Denzin, N.K and Lincoln, Y.S. (Eds) (2011). *The SAGE Handbook of qualitative research*. Los Angeles: SAGE Publications.
4. Silverman, D (2007). *Interpreting qualitative data*. London: Sage. (3rd Edition)
5. Stephens, D. (2009). *Qualitative research in international settings*. Oxon: Routledge. AdGA::
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Qualitative Research Journals

Forum: Qualitative Social Research
Qualitative Health Research
Qualitative Research

General Journals

Africa
African Affairs
Social Science and Medicine

POPS 703: LOGIC OF SOCIAL RESEARCH – 3 Credits Hours

Introduction

This course seeks to teach students how to critically assess information they come across in their daily work, how to conduct research that yields valid and reliable answers to the questions they engage and how to write scientific texts publishable in peer reviewed journals.

Course Objective/Goals:

1. Students will become familiar with the fundamental considerations one must concern themselves with in the design and conduct of high-quality research
2. Students become acquainted with a spectrum of methodologies for conducting research to make good judgments about the appropriateness of the various research designs available for answering different questions
3. Students should become critical consumers of research
4. Students will be able to discern high quality work at the same time that they acquire the requisite tools for designing useful projects
5. Students will acquire skills for writing scientific text to aid publishing in peer reviewed journals

Learning Outcomes: At the end of the course students will be able to:

1. Describe the different methods of social science research
2. Describe the main purposes of social surveys
3. Understand the logic of survey sampling
4. Undertake research using probability and non-probability sampling techniques
5. Know how to design a research proposal
6. Undertake univariate, bivariate and multivariate analysis and appropriately interpret them
7. Design a research survey questionnaire
8. Know how to conduct a systematic literature review
9. Know how to write a scientific text publishable in peer reviewed journals
10. Familiarise themselves with social research ethics and presentation

Reading List

1. Babbie, E. (2004). *The Practice of Social Research*. Wadsworth, Belmont, California.
2. Babbie, E. (1990). *Survey Research Methods*. Wadsworth, Belmont, California.
3. Baker, T. (1998). *Doing Social Research*. McGraw-Hill. New York

4. King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry*. Princeton University Press.
5. Kumekpor, T. (2002). *Research Methods and Techniques of Social Research*. Sonlife Printing Press and Services, Adenta, Accra.
6. Pelosi, M. and T. Sandifer (2003). *Elementary Statistics: From Discovery to Decision*. John Wiley and Sons. New Jersey.
7. Ragin, C. (1989). *The Comparative Method*. University of California Press, California.
8. Twumasi, P.A. (2001). *Social Research in Rural Communities*. Ghana Universities Press, Accra.

POPS 704: ADVANCED QUANTITATIVE RESEARCH METHODS - 3 Credit Hours

Introduction/Course Description

POPS 704 is a course designed to introduce students to the quantitative research methodology. Students will be equipped with skills in conducting quantitative research. They will acquire skills that cover the entire research process, from developing a research question, to analyzing and interpreting quantitative results.

Course Objective/Goals

The primary objective of POPS 704 is to equip students with skills in quantitative research methodology. This course introduces students to the research process, experimental and ex-post facto approaches, survey sampling and questionnaire construction. It also introduces students to attitude scaling methods as well as developing their skills for writing attitude statements. Quantification and analysis of questionnaire data will also be covered.

Learning Outcomes

Learning outcomes for POPS 704 include: developing a research question, distinguishing between the experimental and ex-post facto approaches, learning survey sampling techniques, questionnaire construction, writing attitude statements, developing different types of scales, quantifying, analyzing and interpreting data, and gaining additional insights into mixed method studies.

Reading List

1. Bailey, K. D. 1987. *Methods of social research*. Third edition. New York: The Free Press.
2. Bryman, A. 2012. *Social research methods*. Fourth edition. Oxford: Oxford University Press.*
3. Cochran, W. G. 1977. *Sampling techniques*. Third edition. New York: John Wiley and Sons.
4. Frankfort-Nachmias, C. and D. Nachimias. 1996. Fifth edition, London: St. Martin's Press, Inc.*
5. Kerlinger, F. N. 1969. *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.*
6. Oppenheim, A. N. 1966. *Questionnaire design and attitude measurement*. London: Pinter Publishers and New York: St. Martin's Press.*

7. Rossi, P. H., J. D. Wright and A. B. Anderson (eds). 1983. Handbook of survey research. San Diego : Academic Press.*
8. Varkevisser, C. M. Pathmanathan, I. and Brownlee, A. 1991. Volume II. Designing and conducting health research projects. Geneva, Switzerland: International Development Research Centre and World Health Organization.

POPS 705: POPULATION THEORIES AND POLICIES – 3 Credit Hours

Course Description

The aim of this course is to introduce students to population theories and provide an understanding on the design, implementation and relevance of population policies. This course also covers the overview of world population growth, theories and models of population change, fertility, mortality and migration.

Course Objective

By the end of this course, students should be able to have a strong understanding of population theories and must be able to apply their knowledge of theory in the formulation of policies and understand the policy implications of population processes.

Reading List

1. Agyei-Mensah, S., & Aikins, A. D. G. 2010. "Epidemiological transition and the double burden of disease in Accra, Ghana. " *Journal of urban health*, 87(5), 879-897.
2. Anderson, G. F. and P. S. Hussey. 2000. "Population aging: a comparison among industrialized countries." *Health Affairs (Project Hope)* 19(3):191-203.
3. Bawah A., Houle B., Alam N., Razzaque A., Streatfield P.K., Debpuur C., et al. 2016. "The Evolving Demographic and Health Transition in Four Low- and Middle-Income Countries: Evidence from Four Sites in the INDEPTH Network of Longitudinal Health and Demographic Surveillance Systems. " *PLoS ONE* 11(6): e0157281
4. Bawah, A. A., Akweongo, P., Simmons, R., & Phillips, J. F. 1999. "Women's Fears and Men's Anxieties: The Impact of Family Planning on Gender Relations in Northern Ghana. *Studies in Family Planning*, 30 (4) 54-66. "
5. Bongaarts, John. 2003. "Completing the Fertility Transition in the Developing World: The Role of Educational Differences and Fertility Preferences." *Population Studies* 57(3): 321-335.
6. Cohen, Barney. 1998. "The emerging fertility transition in sub-Saharan Africa." *World Development* 26(8):1431-1461.
7. Chiswick, B. R. (1999). "Are immigrants favorably self-selected?" *American Economic Review* 89(2) 181-185.
8. Gauthier, A. H. 2007. "The impact of family policies on fertility in industrialized countries: a review of the literature." *Population Research and Policy Review* 26(3):323-346.
9. Hagopian, Amy, Matthew J. Thompson, Meredith Fordyce, Karin E. Johnson and L. G. Hart. 2004. "The migration of physicians from sub-Saharan Africa to the United States of America: measures of the African brain drain." *Human Resources for Health* 2(1):1-10.

10. Horne, C., Doodoo, F. N. A., & Doodoo, N. D. (2013). The shadow of indebtedness: Bridewealth and norms constraining female reproductive autonomy. *American Sociological Review*, 78(3), 503–520
11. Marmot, Michael. 2005. "Social determinants of health inequalities." *The Lancet* 365(9464):1099-1104.
12. Smith, Suzanne M. and George A. Mensah. 2003. "Population aging and implications for epidemic cardiovascular disease in Sub-Saharan Africa." *Ethnicity and Disease* 13(2; SUPP/2):S2-77.
13. Lee, Ronald and Andrew Mason. 2006. "What is the demographic dividend?" *Finance and Development* 43(3):16.
14. Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-251.
15. Van Donge, Jan K., David Henley and Peter Lewis. 2012. "Tracking Development in South-East Asia and sub-Saharan Africa: The Primacy of Policy." *Development Policy Review* 30(s1):s5-s24.
16. Zuberi, T., Sibanda, A., Bawah, A., & Noubissi, A. 2003. "Population and African society." *Annual Review of Sociology*, 29(2003), 465-486.

**POPS 706: SOCIAL DYNAMICS, DEVELOPMENT AND DEMOGRAPHIC PROCESSES - 3
Credit Hours**

Course Description

The objective of this course is to enhance students' understanding of the social and development processes that determine demographic processes and how the processes have in turn created various social consequences for the world's populations. It is a follow-up to the Level 600 course titled "Social Demography". It examines the human development and related issues such as family dynamics, social capital, social protection, among others, as well as demographic processes that are associated with the social dynamics at global, regional, national (with reference to Ghana) and local levels. It distinguishes between the social, cultural and institutional factors associated with the demographic processes of the Global North from those of the Global South and the associated fertility, gender dynamics population movements, among others, emphasizing that social dynamics is a global phenomenon but the factors associated with it and the outcomes differ in the developed and developing worlds. The consequences of the demographic and development processes such as South-North migration and associated processes such as the care chain are also examined.

Readings:

1. Weeks, J.R. (2012). *An Introduction to Population. International Edition* Belmont: Wadsworth/Cengage Learning. Chapter 1 (specifically concepts and terminologies).
2. Caldwell, J.C. and P. Caldwell, (1990). High fertility in Sub-Saharan Africa. *Scientific American* 269 (May): 118- 125.
3. Nukunya, G.K. (1992). *Tradition and Change in Ghana: An Introduction to Sociology*. Accra: Ghana Universities Press.

4. Badasu, D.M. (2014). Social Reproduction in Ghana: Transition and Emerging Issues for Policy Consideration. In S.N.A. Codjoe, D.M. Badasu and S.O. Kwankye (Eds.). *Population Studies: Key Issues and Contemporary Trends in Ghana*. Accra: Sub-Saharan Publishers.
5. Mason, K.O. 1992. Culture and fertility transition: Thoughts on theories of fertility decline. *Genus* XLVIII, No. 3-4, pp.1-14.
6. Teller, C.H., A. Hailemariam, T. Gebreselassie and Y. Seifu (2011). The Uniqueness of the Ethiopian demographic Transition within sub-Saharan Africa: multiple Responses to Population Pressure, and Preconditions for Rural Fertility Decline and Capturing the Demographic Dividend. *African Population Studies*. Volume 25(2 Dec, 2011): 362- 380.
7. Fadayomi, T.O. (2011). The Demographic Bonus: How Prepared is Africa for the Gains? *African Population Studies*. Volume 25(2 Dec, 2011): 226- 249.
8. Opong, C. 2004 Social Capital and Systems of Care. *African Studies Research Review*, Research Review Supplement 16: 17- 37. Opong, C. 1994 Introduction. In A. Adepoju and C. Opong *Gender, Work and Population in Sub-Saharan Africa*. London: James Curry.
9. Dankyi, E. (2011). "Growing up in a Transnational Household: A Study of Children of International Migrants in Accra, Ghana." *Ghana Studies* 14: 163-190.
10. Van der Geest, S., A. Mul, et al. (2004). "Linkages between migration and the care of frail older people: observations from Greece, Ghana and The Netherlands." *Aging and Society* 24: 431 – 450.

POPS 708: CLIMATE RISK ASSESSMENT, POPULATION AND POLICY – 3 Credit Hours

Course Description

The challenges posed by global warming and related climate changes are no longer merely potential threats. As a result of global warming, the climate in Africa is predicted to become more variable, and extreme weather events are expected to be more frequent and severe. These include increasing risks of droughts and flooding and inundation due to sea-level rise in the continent's coastal areas with the potential to reduce economic prospects and national development. Yet, studies have shown that the economic estimates of the impact of climate change are typically based on "damage functions" that relate GDP losses to increases in temperature. Climate – sensitive sectors such as agriculture and fisheries, forestry, tourism; coastal destruction from sea-level rise; variable water resources and changes in energy expenditures which constitute market impacts are less difficult to measure compared to nonmarket impacts of the effects of temperature increase on health, ecosystems (e.g. loss of biodiversity), and human settlements especially in cities. Subsequently, economic damages from climate change, particularly the risk of worse-than-expected outcomes tend to be underestimated and incomplete because they rarely cover nonmarket damages, climate variability, or the risk of large temperature increases and socially dependent events. A system or population that cannot or will not adapt is more vulnerable, as is one that is susceptible to even slight changes in climate. Vulnerability of a population to a climate risk in general depends on such factors as population density, level of economic and technological development, local environmental conditions, pre-existing environmental exposure, and the quality and availability

of environmental management and associated infrastructure. Hence there is the need to examine the robustness of existing measures including policies and strategies in the public and private sectors and related frameworks to identify, assess and manage climate risks. The overall aim of the course is to empower relevant stakeholders to undertake such analyses and to inform policy and strategic interventions in Ghana and rest of Africa, which is presently lacking in the development marketplace including environmental governance.

Course Objectives

1. Equip course participants with tools for assessing risks attributed to climate change in relation to various development sectors (e.g. agriculture, infrastructure, energy, health, forestry, water resources), in different demographic and geographical contexts.
2. Introduce the concept of Community-Based Contingency Planning towards climate change disaster risks planning and management
3. Delve into the theory and practice of Environmental Risk Policy Planning and applications to mainstreaming climate change and adaptation into development planning and risk communication.
4. Emphasise Risk Assessment of both rural and urban populations using applied Resilience Analysis Framework Approaches and Decision Support Analyses (e.g. Risk Mapping, multi-criteria decision analysis).
5. Examine models that inform the practice of climate risk insurance especially in the agricultural sector, and the roles of financial institutions.

Reading List

1. John S. Dryzek , Richard B. Norgaard and David Schlosberg (eds) 2013. The **Oxford Handbook of Climate Change** and Society. Oxford, Oxford
2. Paul Robbins, John Hintz and Sarah A. Moore 2014. Environment and society: a critical introduction. 2nd Edition. Wiley Blackwell, Chichester
3. Claudio Sadoff and Mike Muller 2009. Water Management, Water Security and Climate Change Adaptation: Early Impacts and Essential Responses, TEC Background Papers No. 14. Global Water Partnership, Elanders, Mölnlycke.
1. Daniel Joseph Hogan and Maurício Tiomno Tolmasquim (eds) 2001. Human Dimensions of Global Environmental Change: Brazilian Perspectives. Academia Brasileira de Ciências, Rio de Janeiro.
2. Delali B.K. Dovie 2010. Climate Change, Water and Disasters: Perspectives from Ghana's Three Northern Regions. WRC-CCA Report Series No. 1, Water Resources Commission. Accra
3. Delali B.K. Dovie 2015. Africa's Environment: A Stressed Biogeographical and Cultural Landscape. In: Wright, James D. Wright (ed) International Encyclopedia of the Social & Behavioral Sciences, 2nd ed., Vol 1. Elsevier, Oxford, pp. 292–299. DOI: 10.1016/B978-0-08-097086-8.10113-8
4. Jörn Birkmann and Korinna von Teichman 2010. Integrating disaster risk reduction and climate change adaptation: key challenges—scales, knowledge, and norms. *Sustain Sci* (2010) 5:171–184. DOI 10.1007/s11625-010-0108-y
5. Nathan E. Hultman and Alexander S. Bozmoski 2006. The Changing Face of Normal Disaster: Risk, Resilience, and Natural. Security in a Changing Climate. *Journal of International Affairs* 59: 25-41.

6. UNFCCC 2007. Climate change: impacts, vulnerabilities and adaptation in developing countries. UNFCCC, Bonn

POPS 712: GENDER, HEALTH AND DEVELOPMENT - 3 Credit Hours

Course Description

This course aims to explore the concepts underlying gender, reproductive rights and health and development; to analyze the hypothesized theoretical relationships, and assess these relationships in the light of empirical evidence, with a focus on developing countries. After taking the course students should have in-depth knowledge about the concepts of gender, reproductive health, sexual health and human sexuality; economic, social and cultural factors influencing women's status and roles; gender policy issues in development planning; the creation of awareness and the empowerment of women for development through viable operational and administrative strategies and structures; and the development of pragmatic policy approaches to address gender differentials in health.

Reading List:

1. Agyemang, C., Owusu-Dabo, E., de Jonge, A., Martins, D., Ogedegbe, G., & Stronks, K. 2009. Overweight and obesity among Ghanaian residents in The Netherlands: how do they weigh against their urban and rural counterparts in Ghana? *Public Health Nutrition*, 12(07), 909-916.
2. Apewokin, E.Y., 2007. Women's empowerment and health in Ghana. In: C.J. Mba and S.O. Kwankye, eds. *Population, health and development in Ghana: attaining the millennium development goals*. Accra: Sub-Saharan Publishers, pp. 161-170.
3. Badasu, D. M. 2009. Beyond Equity and Equality: Voices of Fear About Gender Advocacy in Ghana. In A. Adomako Ampofo and M.E. Kropp Dakubu (Eds.) *Knowledge Transmission in Ghana: Alternatives Perspectives*. Institute of African Studies Research Review Supplement 19, 2009
4. Beneria, Lourdes. 2004. *Gender, Development, and Globalization: Economics as if All People Mattered*. Routledge Press.
5. Heyns, C.F., & Bornman, M.S. 2008. Men's Health in Africa: Part 2: Non-communicable diseases, malignancies and socio-economic determinants of health. *Journal of Men's Health*, 5(2): 127 – 132.
6. Horne, C., Doodoo, F. N. A., & Doodoo, N. D. 2013. The shadow of indebtedness: Bridewealth and norms constraining female reproductive autonomy. *American Sociological Review*, 78(3), 503–520
7. Lester, F., Benfield, N., & Falhalla, M.M.F. 2010. Global women's health in 2010: Facing the challenges. *Journal of Women's Health*, 10 (11), 2081-2089.
8. Nwokocha, E.E., 2007. Maternal crises and the role of African men: The case of a Nigerian community. *Africa Population Studies*, 22(1), pp. 39-62.
9. Reeves, S.P. 1981. *Female power and male dominance: On the origins of sexual inequality*. Cambridge: Cambridge University Press.

10. Takyi, B. K., & Nii-Amoo Doodoo, F. 2005. Gender, lineage, and fertility-related outcomes in Ghana. *Journal of Marriage and Family*, 67(1), 251-257.
11. Visvanathan, N., Lynn Duggan, Nan Wiegersma and Laurie Nisonoff . 2011. *The Women, Gender and Development Reader*. 2nd Edition. Zed Press, London

POPS 714: POPULATION-ENVIRONMENT NEXUS - 3 Credit Hours

Course Description/Objective

This main objective of this course is to teach students to comprehend the interrelationships between population and the environment and how that links to development. The course will therefore introduce students to ecology and space science, humans, area and the environment; adjustment to the environment and the eco-system. At the end of the course student will know the major theories of the population-environment nexus; have an understanding of how to apply basic tools such as Geographic Information Systems and Remote Sensing to analyse population-environment data; be able to undertake a cost-benefit analysis of ecosystem services and how they relate to human population; be familiar with major global conventions related to population and environment; know the key requirements of an ecosystem and how to manage it; and know key elements / drivers of climate change and the concept of green economy. Finally, students will be familiar with the concept of sustainable development and the population-resource-technology inter-linkages.

Reading List

1. Abu, M., Codjoe, S.N.A. and Sward, J. (2014). Climate change and internal migration intentions in the forest-savannah transition zone of Ghana. *Population and Environment*, 35, 341-364.
2. Bilsborrow , R. (1992). Population growth, internal migration, and environmental degradation in rural areas of developing countries. **European Journal of Population**, 8, 125-148.
3. Boserup, E. (1965). **The conditions of agricultural growth**. London: Allen and Unwin
4. Codjoe, S.N.A., & Bilsborrow, R.E. (2011). Population, agricultural extensification and intensification in the dry and derived savannah zones of Ghana. **Population and Environment**, 33(1), 80-107.
5. Codjoe, S.N.A., & Bilsborrow, R.E. (2011). Are migrants exceptional resource degraders? A study of food crop production in migrant and non-migrant households in Ghana. **Geojournal**, DOI 10.1007/s10708-011-9417-7.
6. Hunter, LM. (2000). Population and Environment: A complex relationship. RAND Research Brief.
7. Malthus, T. (1798 and 1803, republished 1960). **On Population (First Essay on Population, 1798, and Second Essay on Population, 1803)**. New York: Modern Library and Random House.

8. Marquette, C., & Bilsborrow, R.E. (1997). Population and environment relationships in developing countries: A select review of approaches and methods. In B. Bandot, & W. Moomaw (Eds.), **The Population, Environment, Security Equation**. New York: Macmillan.
9. Molly E.B, Grace K., Shively G. (2014). Using satellite remote sensing and household survey data to assess human health and nutrition response to environmental change. *Population and Environment*.

POPS 716: DYNAMICS OF POPULATION, URBANISATION AND HUMAN DEVELOPMENT IN THE DEVELOPING WORLD - 3 Credit Hours

Course Description

The general objective of the course is to enhance students' understanding of the interrelationship among population dynamics, urbanization and human development and the various consequences for human development and wellbeing in developing countries. The course examines the interrelationship among population dynamics, urbanization and human development in developing countries with respect to their past and present processes and the associated political economic factors. It discusses the nature of the population dynamics, including migration into urban areas, the urbanization processes and demands for and supply of housing and other infrastructure as well as amenities and their impacts on human development and wellbeing. The deepening of urban poverty which has become widespread in the urban landscape of the developing world and the implications for human development and wellbeing will also be examined. Other aspects of the course include the wellbeing of vulnerable population subgroups such as children and the aged in the urban areas of the developing countries. It further examines the future prospects and contribution of urbanization to development in the developing world.

Reading List:

1. Badasu, D.M., S.N.A. Codjoe and F. Frimpong Ainguah.(2009). "Child Care Strategies Among Young Migrants At Destination Areas". In J.K. Anarfi and S.O. Kwankye (eds.) *Independent Child Migration in Ghana*. Accra: Sundel Services. 2009.
2. Churchman, Arza (2003), "Is There a Place for Children in the City", *Journal of Urban Design*, Vol. 8, No. 2, pp. 99-111.
3. Cohen, B. (2006) Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability. *Technology in Society*, 28 (2006) 63–80.
4. Greif, M.J., Doodoo, F.N., & Jayaraman, A. (2011). Urbanisation, poverty and sexual behaviour: The tale of five African Cities. **Urban Studies**, 48(5), 947-957.
5. Songsore, J. (2003). The urban housing crisis in Ghana's capital. The state versus the people.
6. **Ghana Social Science Journal**, 2(1), 1-31.
7. Federal Ministry for Economic Cooperation and Development (2014). Managing urbanisation towards sustainable development. *BMZ Information Brochure* 3. 2014e.
8. Freire, M.E, Lall, S. and Leipziger, D. (2014) Africa's Urbanization: Challenges and Opportunities. Washington DC: The Growth Dialogue.

9. Bolay, Jean-Claude Slums and Urban Development: Questions on Society and Globalisation. *The European Journal of Development Research*, Vol.18, No.2, June 2006, pp.284–298
10. Jelili, O. (2012) Urbanization and Future of Cities in Africa: The Emerging Facts and Challenges to Planners. *Global Journal of Human Social Science*, Volume 12 Issue 7 Version 1.0 April 2012.
11. Luo, Q., P. Catney and D. Lerner (2009), "Risk-based Management of Contaminated Land in the UK: Lessons for China?" *Journal of Environmental Management* 90 (2009), pp.1123-1134.
12. Mohamed E. et al (2014). Effects of Urbanizations on economic growth and human capital formation in Africa.
13. Organization for Economic Development and Cooperation (OECD) 2012. Trends in Urbanisation and Urban Policies in OECD Countries: What Lessons for China. Paris: OECD.
14. OECD (2003), *Aging, Housing and Urban Development*. Paris: OECD Publishing.
15. Sean R. F. (2013). The political economy of urbanisation and development in sub-Saharan Africa. A thesis submitted to the Department of International Development of the London School of Economics for the degree of Doctor of Philosophy,

POPS 718: FUNCTIONAL INTEGRATION OF POPULATION AND DEVELOPMENT VARIABLES - 3 Credit Hours

Course Description

This course will introduce students to a process of explicit consideration of the linkages between population variables and socio-economic factors in the formulation, implementation, monitoring and evaluation of development policies, programmes and specific projects for the achievement of stated goals and objectives. The process also incorporates the relevant population variables into some projection mechanism, along with the pertinent social and economic development variables with which they are expected to interact over the plan period to achieve specified goals or objectives. Monitoring and evaluation is also an essential element of the course. Some of the areas the course will cover include population and development dynamics; relevant policies related to the inter-linkages between population dynamics and development; addressing the inter-linkages between population dynamics and development in Ghana and selected African countries; best practices and challenges in the integration process

Course Objectives

The objectives of the course are to;

- enable students to appreciate the need to integrate population variables into development planning;
- acquaint students with practical processes of integrating population variables in development planning; and
- augment skills of applying population information (factors) in the planning process.

LEARNING OUTCOMES

At the end of the course students should be able to:

- Understand how population dynamics affect the major development challenges of the 21st Century;

- understand how planning of various development sectors take into account the population and development inter-linkages;
- be able to integrate population dynamics such as size, growth, age-sex composition, and distribution into planning with the view to ensuring sustainable development including economic growth and poverty reduction, need for public services, gender, sexual and reproductive health and rights and containment of emerging diseases e.g. HIV and AIDS, ebola, etc;
- understand the nature and quantum of linkage effects; and
- be familiar with policies and plans relevant to the integration process in Ghana and sub-Saharan Africa

Reading List:

1. Adegbola, O. (2008). Population Policy Implementation in Nigeria, 1988-2003. *Population Review*. Vol. 47, No. 1, pp. 56-110.
2. Government of Ghana (2007). In-depth Assessment of the Implementation of the National Population Policy (Revised Edition, 1994). National Population Council (unpublished).
3. Government of Ghana. (1994). National Population Policy (Revised Edition, 1994). National Population Council, Accra, Ghana.
4. Institute of Statistical, Social and Economic Research (2014). The State of the Ghanaian Economy in 2013. Institute of Statistical, Social and Economic Research, University of Ghana, Legon.
5. Institute of Statistical, Social and Economic Research (2007). The State of the Ghanaian Economy in 2006. Institute of Statistical, Social and Economic Research, University of Ghana, Legon.
6. Kabeer, N. 1996. Gender, Demographic Transition and the Economics of Family Size: Population Policy for a Human-Centred Development, Occasional Paper 7, United Nations Research Institute for Social Development, United Nations Development Programme
7. Kpedekpo G. M. (1981). The integration of population variables into development planning. International Population Conference, Manila 1981: proceedings and selected papers. Vol 4, sponsored by the International Union for the Scientific Study of Population. Liege, Belgium, IUSSP, 1983. 223-35.
8. Kwankye, S. O. and Cofie, E. 2015. Ghana's Population Policy Implementation: Past, Present and Future, *African Population Studies* Vol. 29, No. 2.
9. Kumepkor T. K., Batse Z. K., Tum-Baah K. (1989). Formulation, Implementation and Impact of Population Policy in Ghana. In *Developments in Family Planning, Policies and Programs in Africa*, University of Ghana, Regional Institute for Population Studies, 1989, Pg 351-407. www.popline.org/node/368067. 9th May 2013.
10. Ness, G.D. & Golay, M. (1997). *Population and Strategies for National Sustainable Development: A Guide to Assist National Policy Makers in Linking Population and Environment in Strategies for Sustainable development*. IUCN, EARTHSCAN and UNFPA, Earthscan Publications Ltd, London
11. Pyatt, Graham and Erik Thorbecke (1976). *Planning Techniques for a Better Future*. Geneva: International Labour Office.
12. Working Group on population Growth and Economic Development (1986). *Population Growth and Economic Development: Policy Questions*. Washington, D.C.: National Academy Press.
13. UN (1990). *Projection Methods for Integrating Population Variables into Developing Planning*, Vol. 1: Methods for Comprehensive Planning: Module one: Conceptual Issues and Methods for Preparing Demographic Projections.

14. UNECA (1994). Manual for the Integration of Population Factors in Human Resource Development. African Population Studies Series, 12
15. UN (1981). Population and Development Modelling, Population Studies, 73, New York.
16. U N, Proceedings of 1974, 1984 and 1994 Population Conferences
17. U N, Proceedings of the 1984 [Arusha] and 1994 [Dakar] African Population Conferences.
18. Weeks, J. R. Population: An introduction to issues and concepts, 9th edition.

POPS 722: ADVANCED POPULATION ESTIMATION AND PROJECTIONS – 2 Credit Hours

Introduction/Subject Overview or Course Description

The course is designed to offer students a more in-depth knowledge in the application of different techniques of population estimation and projection for the purpose of development planning. The course is intended to equip students whose research requires rigorous processes of projecting populations for their analysis in a more practical way. Since POPS 722 builds on POPS 612 (Population estimation and projection), students who opt for POPS 722 be required to sit in the same class with their colleagues at the MA level. However, from time to time, the two classes shall be separated for a more in-depth discussion for the PhD students. The course is ultimately intended to offer students the opportunity to be fully equipped with tools for practical population estimation and projections including making realistic assumptions.

Course Objective/Goals:

The main objective of the course is to fully equip students with further practical knowledge and skills for making population projections and estimations in population research. It has the following specific objectives:

- Equip students with the knowledge and skills regarding how to make realistic assumptions for population projections
- Train students to be able to make population projections on their own using the different methods of their choice bearing in mind their respective strengths and weaknesses.

Learning Outcomes

At the end of the course, students would be able to:

- Have an excellent knowledge about the different methods of population projections and appreciate their strengths and weaknesses and be able to make decisions as to which of them would be appropriate under different circumstances.

Reading List

1. Smith S.K., J. Tayman and D.A. Swanson (2002); State and Local Population Projections: Methodology and Analysis. Kluwer Academic Publishers.
2. Andrew Hinde (1998); Demographic Methods; Arnold Publishers and Co-published Oxford University Press.
3. Colin Newell (reprinted in 1995); Methods and Models in Demography. Publishers - John Wiley and Sons Ltd. Pollard A.H., F. Yusuf and G.N. Pollard.(1991) Demographic Techniques Third Edition. Publishers- Pergamon Press.

4. Kpedekpo G.M.K. (1982). *Essentials of Demographic Analysis for Africa*. Publishers-Heinemann Educational Book Ltd.
5. Ghana Statistical Service (2013). *2010 Population & Housing Census Report: Children, Adolescents & Young People in Ghana*. Ghana Statistical Service, Accra, July, pp. 114-129.
6. Ghana Statistical Service (2014). *2010 Population & Housing Census Report: Population Projections/Prospects*. Ghana Statistical Service, Accra.
7. M.V. George, Stanley K. Smith, David A. Swanson, and Jeff Tayman. 2004. "Population Projections". *The Methods and Materials of Demography*. Second edition (Edited by Jacob S. Siegel and David A. Swanson). Elsevier Academic Press. Amsterdam, Boston, Heidelberg, London, New York, Oxford, Paris, San Diego, San Francisco, Singapore, Sydney, Tokyo. pp. 567-570.

FSSP701: PHILOSOPHY OF THE SOCIAL SCIENCES – 3 Credit Hours

Course Description

FSSP701 is a College of Humanities course for doctoral students in the social sciences. The course aims to deepen students' understanding of the philosophical, epistemological and methodological aspects of the social sciences. The course introduces students to the history of social sciences in Africa, the differences and similarities between the social and the natural sciences, and the dominant meta-theories including realism, phenomenology, structuralism, feminism, postmodernism and postcolonial theory. The relationships between paradigms and methods and the evolution of social science knowledge production within the African context will be examined. The course will enable students to identify, analyze and defend the ideological, conceptual, methodological and interpretive issues informing their doctoral research.

Reading List

1. Agyei-Mensah, S, Ayee, J and Oduro, A. (Eds). (2014) *Changing Perspectives in the Social Sciences in Ghana*. Dordrecht: Springer
2. Bates, R.H., Mudimbe, V.Y and O'Barr, J. (Eds) (1993). *Africa and the disciplines. The contributions of Research in Africa to the Social Sciences and Humanities*. Chicago/London: University of Chicago Press.
3. Berger, P. and Luckmann, T. (1966). *The social construction of reality*. London: Penguin Books.
4. Cartwright, N. & Montuschi, E. (2014). *Philosophy of Social Science. A New Introduction*. Oxford: Oxford University Press
5. Jarvie, I.C. and Zamora-Bonilla J. (2011). *The Sage Handbook of the Philosophy of Social Sciences*. London: Sage Publications.
6. Ntarangwi, N., Mills, D., & Babiker, M. (Eds) (2006). *African Anthropologies*. Dakar: Codesria.
7. Smith M. (2005). *Philosophy and Methodology of the Social Sciences*. Four-Volume Set. London: Sage Publications
8. Zeleza, P.T. (Ed). (2006). *The Study of Africa – Vol 1: Disciplinary and Interdisciplinary Encounters*. Senegal: CODESRIA.
9. Akotia, C.S and Mate-Kole, C.C. (Eds) (2014). *Contemporary Psychology: Readings from*

Ghana: Accra: Digibooks Publishing

10. Anquandah, J., Kankpeyeng, B and Apoh, W (Eds) (2014). Current Perspectives in the Archaeology of Ghana. Accra: Sub Saharan Publishers.
11. Codjoe, S.N.A., Badasu, D.M and Kwankye, S.O. (Eds) (2014). Population Studies: Key Issues and Contemporary Trends. Accra: Sub Sahara Publishers.
12. Debrah, E., Gyima-Boadi, E., Essuman-Johnson, E., and Ninsin.K.A. (Eds) (2014). Ghana: Essays in the Study of Political Science. Accra: Sub Saharan Publishers.
13. Dzorgbo, D.S. and Tonah, S. (Eds) (2015). Sociology and Development Issues in Ghana: a reader in sociology. Accra: Woeli Publishing Services.
14. Owoahene-Acheampong (Ed) (2013). African Studies and knowledge production. Accra: Sub Saharan Publishers
15. Owusu, G., Yankson, P.W.K., Agyei-Mensah, S. and Attua, E.M. (Eds) (2013). Selected Readings in Geography: Essays in Commemoration of the 65th Anniversary of the University of Ghana. Accra: Woeli Publishing Services.
16. Twerefou, D.K., Boakye-Yiadom, L.,Baah-Boateng, W. and Quartey, P. (2014). Readings on Key Economic Issues in Ghana. Accra: Digibooks Publishing.