

**Qualifying Examination
Population and Health
Winter 2024**

The questions below constitute the qualifying exam for Population and Health. To complete the exam, you must answer in essay format one question from each of the three sections below. Each answer should be a self-contained essay approximately 8–10 pages long (i.e., 2,000–2,500 words). Although you must cite referenced work in each essay, one comprehensive bibliography for all three questions is sufficient. You may consult materials from the reading list you've been provided, as well as any other scholarly sources you've read during the exam period.

Please make sure to label clearly which question you're responding to.

This qualifying exam is to be completed in two weeks. The evaluation of the exam will also take two weeks. You will be notified of your performance by email. Please make sure that the office has your up-to-date contact information. Please use the identifying student number that you have been assigned at the top of your exam. The exams are graded confidentially, and numbers only will be used to identify the author of the exam. See Graduate Handbook for any further detail.

This qualifying examination is governed by the university student code including Section 1-402(b) which states that *“No student shall represent the words, work, or ideas of another as their own in any academic endeavor. A violation of this section includes but is not limited to:*

1. *Copying: Submitting the work of another as one's own.*
 2. *Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited. Proper citation style for many academic departments is outlined in such manuals as the MLA Handbook or K.L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations. These and similar publications are available in the university bookstore or library. The actual source from which cited information was obtained should be acknowledged.*
 3. *Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part. This is true even if the student's words differ substantially from those of the source. A citation acknowledging only a directly quoted statement does not suffice as an acknowledgment of any preceding or succeeding paraphrased material.*
 4. *Borrowed Facts or Information: Information obtained in one's reading or research that is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials that contribute only to one's general understanding of the subject may be acknowledged in a bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source.*
- Answer one of the following:*

ARTICLE 1, PART 4 – ACADEMIC INTEGRITY POLICY AND PROCEDURE, Student Code
<https://studentcode.illinois.edu/article1/part4/1-402/>

Please answer one of the following (A or B):

- A. Document and describe contemporary trends in global migration (past 5 or so years). In your response, you should touch on the demographic profiles of migrants (age, gender, working status) as well as discuss any geographic patterns in sending (origin) and receiving countries/regions.
- Now, discuss the reasons for migration. Your response should include a discussion of country-level characteristics of both the sending (origin) and receiving countries/regions. You should also discuss migrant-level (proximate) reasons for migration.
 - There has been much research on the relationship between immigration and health. Critically discuss how health influences the decision to migrate and what happens to immigrants' health upon arrival and assimilation. You should include a discussion of whether such patterns are dependent on any country-level or migrant-level characteristics.
- B. The Life Course perspective has shaped how we theorize and methodologically approach the study of health and aging. In your own words, describe the five general principles of the life course perspective.
- Important to the life course perspective is the concept of time, which can be understood as aging (age), birth cohort (cohort), and historical time (period). Describe each (age, period, and cohort) and defend why each is distinct and important to the study of health from a life course perspective.
 - Discuss the data and methodological advances that have allowed for life course research. Be specific about the types of data and identify at least two statistical models that are often used in life course studies.
 - Make an argument for why it is better to study health from a life course perspective as opposed to measuring and conceptualizing health as a contemporaneous or point-in-time phenomenon. You may draw from your discussions in the previous parts of this question.

Please answer one of the following (C or D):

- C. Describe in detail the trends captured by the term “second demographic transition.”
- Specifically, how does the second demographic transition differ from the original demographic transition?
 - Is the second transition a cause for concern or a sign of progress? Support your answer with specifics
 - Could the same question (about a cause for concern or a sign of progress) be asked about the original demographic transition? Why or why not?

D. Timing and patterns of family formation have changed markedly in the past 50 years, particularly in economically developed regions.

- What are these shifts?
- Pick one or two that you find most important and answer the question: Is this shift a cause for concern or a sign of progress? Why or why not?
- What explains the two shifts you described above? Further, based on the existing literature, what remains to be explained about these changes?

Please answer one of the following (E or F):

E. Describe the specific aspects of racism that affect the health and well-being of individuals across the life course (e.g., childhood, adulthood and senior years). Which aspects of health are affected by racism at each stage of the life course? Which institutions in society protect individuals from the harmful impact of racism and what do the protective factors look like?

F. Describe and compare in detail how various racial and economic groups are affected by deaths of despair? Describe the different structural processes that may be occurring for each group. Situate your response using life course theory (historical context, developmental timing, linked lives, etc.) and intersectionality theory (e.g., interlocking systems of oppression).