

Geography 3400/5400: Population Geography

Fall Semester 2019

Tuesday and Thursday, 9:10 am -10:30 pm, GC 3660

Instructor: Dr. Andrew Linke

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Office hours: T/TH 11:00am - 12:00pm (or by appointment)

Office location: GC 4735

TA: Andrea Davis

Email: Please use Canvas

Office hours: 11:40AM-1:40PM, (or by appointment)

Office location: Gardner Commons TA Lab GC 4625

Required Materials

1) Newbold, B. (2017). *Population Geography: Tools and Issues* (3rd edition) Lanham, MD: Rowman and Littlefield.

2) Selected readings available in Canvas (file names match the course schedule below).

Course Description

Population geography is the study of the distribution and change of human populations, including their fertility, mortality and migration. The utilization of quantitative and qualitative data at the local, regional, and global level allows population geographers to provide insight into individual and collective behavior that results in important global demographic changes. In this course we will use readings from textbooks, academic articles, and journalistic sources alongside statistics to discuss key worldwide issues such as fertility, emerging and persistent infectious diseases, international migration, food security, the drivers and consequences of landscape change, and population policies and theories, among other issues.

Course Outcomes

At the end of the course students will be able to understand core concepts in population geography accurately and creatively (e.g. fertility, mortality, migration, urbanization, environmental change, development). The instructor and TA will emphasize identifying and analyzing the patterns and processes of population related issues throughout the course using current events as examples. Through course materials and assignments students will learn how to examine and explain regional differences in population measurements and approaches to evaluate policies and programs targeted at population issues. Finally, at the end of the course students will be able to read and critically evaluate scientific literature and ideas and clearly and concisely express their own scientific findings (in oral presentations and in writing).

Course Designation Requirements

This course fulfills the University of Utah Upper Division Communication/Writing Courses (C/W) requirement, as well as the Physical and Life Sciences area (S/F) requirement. The Undergraduate Handbook states: "*This requirement prepares students to speak and write clearly within the standards of practice set by the discipline. It provides students advanced instruction in speaking and writing so that those skills continue to develop throughout the educational program. It may be fulfilled by taking an approved upper-division communication/writing course identified by the student's major department. Courses in the Physical, life, and Applied Sciences area introduce students to the ways in which scientists, engineers, and scholars in scientifically-based technical fields gain knowledge and understanding. They illustrate the interplay between observation, theory, experiment, deduction and application. The connection between scientific and technological progress and the moral and ethical foundations of society are studied when appropriate.*" To meet the criteria delineated for these standards, the following requirements must be met by all students in the laboratory section of this class:

- a) Three written critiques of scientific research
- b) Scientific presentation and discussion of research article
- c) Research poster project and presentation
- d) Participation (eg. in the form of peer-reviewing presentations)

a) *Critiques*: The Instructor will lead a discussion and evaluation of a scientific paper at the beginning of the course. Students will be required to read this scientific paper and it will serve as the basis for *Critique 1*. Following this lecture, a critique outline will be due in lab. This outline will be handed back and the students will be required to bring a complete draft of Critique 1 to lab the following week for peer review. After receiving a detailed evaluation of their writing in Critique 1, students will submit a substantially revised draft of their first critique. A substantial and major revision of the first document (see “Critique 1 final version” on the syllabus schedule) is considered the second of the three critiques named above. This revision must address the problems and deficiencies identified in the evaluation of early drafts of the critique. One lab class will be spent discussing how to read articles critically and how to write a critique. A detailed grading scheme will be provided.

Critique 2 will be a critique of the research article chosen during the second week of class from the list provided by the Instructor. Copies of these readings are provided in Canvas in ‘papers for Critique 2 folder’. These research articles will also serve as a basis for the presentation/discussion assignment discussed below. A complete draft of Critique 2 will be due for peer review in lab.

b) *Scientific presentation/discussion of a research article*: After learning how to write a critique, each student will be required to work within a group of three (3) people for the presentation/discussion assignment (note, if you are 5400 this assignment will be done on an individual basis). The group will select a research article from the list provided by the instructor and will give a brief (15 minutes) presentation on the article. A detailed presentation guideline will be provided during lab. All presentations will be done using PowerPoint (or equivalent such as Keynote). It will be the responsibility of the presenting group to stimulate a 10-minute discussion and part of the grade will be based on the success of the discussion.

c) *Research posters*: Students are required to produce a professional-quality research poster on a given topic by the end of the semester. The objective of the poster is to provide a comprehensive analysis and synthetic discussion about the group’s research topic that is substantively supported by outside academic (peer-reviewed) research. The instructor will provide a list of poster topics, which will include recent and controversial topics in population geography. Students will work in groups and topics will be selected by the third week of the semester. Instructions on how to prepare the poster using PowerPoint and deadlines are provided during lab classes. This group assignment consists of several progressive parts, which will be explained in detail during lab.

d) *Exams*: Two equally weighted mid-term exams will be given to evaluate students’ knowledge of important concepts in Population Geography. Students will take the first exam on October 4th and the second on December 6th. Both exams will contain multiple-choice, true/false, and short essay questions. In addition to the text and lecture material, students will be expected to know the content of the articles they have read, and to have thought through the significance of these articles. While our course is not an advanced quantitative methodology course, basic understanding of some calculations used in population geography will be included on exams.

e) *Participation*: The success of this course is largely dependent on student participation. Students will get far more out of this class if they read the assigned articles, think critically about the papers discussed, and actively participate in class and lab. A share of each student’s final grade will be based on their participation during lectures and labs. There will be several reading responses due in lecture periodically. Students will submit the reading responses online to Canvas before the start of lecture on the due date. The instructor will announce the assignment

during the class meeting immediately prior to the due date or through Canvas/email 24 hours beforehand. The response should be approximately six sentences in length and respond directly to the assigned reading. Late assignments will not be accepted. The purpose of the reading response is to give students practice answering short questions for the first and second exams.

Course Grading Policy (Evaluation Methods and Criteria)

In this course late work, extra credit, and make up assignments will not be accepted under any circumstances. Students' final grades will be based on the following assignment percentages.

Written scientific paper critiques (3 total): 30%
Presentation/discussion (group work): 10%
Participation/reading response: 5%
Poster-final (group work): 10%
Poster outline (group work): 5%
Poster text (individual): 10%
Exam I: 15%
Exam II: 15%

Geog 5400 grades will be based on the same proportions above with two small modifications: weighting of the poster will be 15% and the critiques will be 25%; all group work will be completed individually.

Following the university's policies, student grades will be assigned according to these criteria: A/A-, excellent performance, superior achievement; B+/B/B-, good performance, substantial achievement; C+/C/C-, standard performance and achievement; D+/D/D-, substandard performance and marginal achievement; E, unsatisfactory performance or achievement.

Geography Department Academic Misconduct Policy

Academic misconduct will not be tolerated. All students in this course will be held to the standards of the university's Code of Student Rights and Responsibilities, Section I B 2. Penalties for academic misconduct in this course can include failing grades on the offending exams and/or term papers as well as referral to university authorities. Cheating, misrepresenting assignments across university courses, and plagiarism all constitute academic misconduct. A student who has unauthorized access to information during exams – including communication with other students – is cheating. Turning in the same term paper for this course as any other university course without permission of both instructors constitutes misrepresentation of an assignment. Finally, in either oral or written communication a student who does not acknowledge the original source of another person's research has committed plagiarism.

University Policies

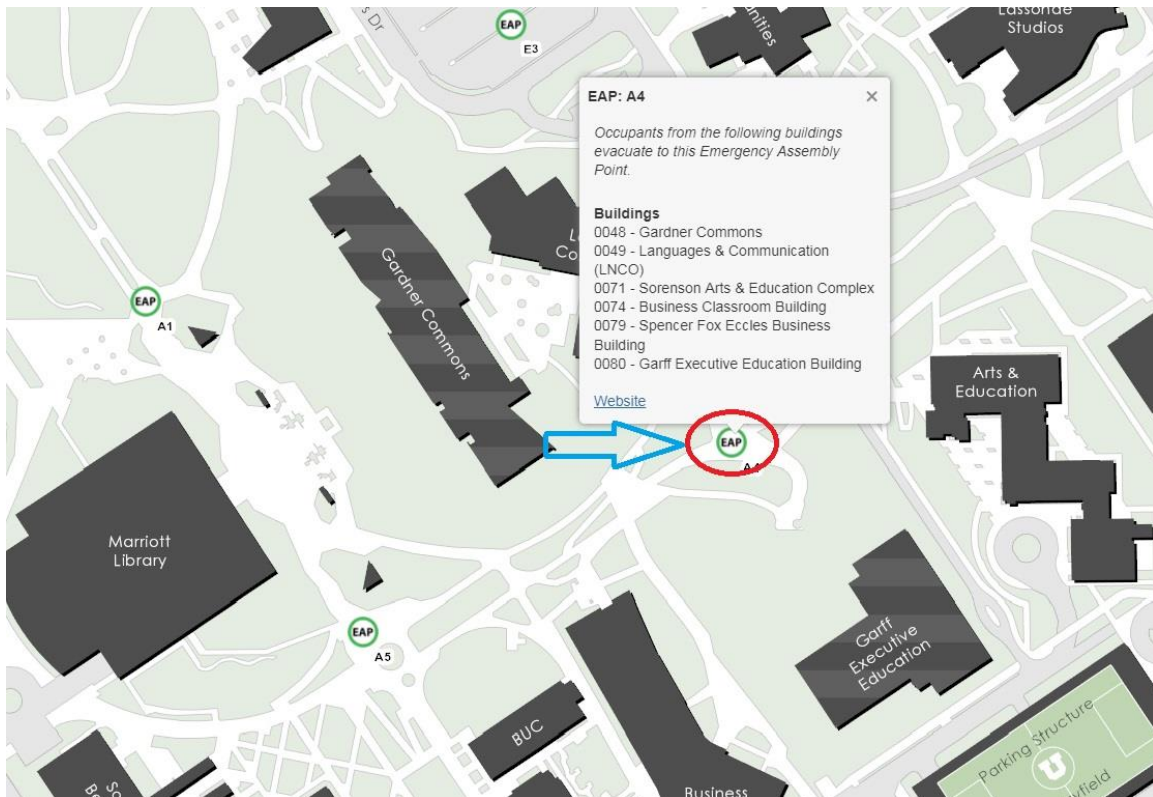
a) Disability accommodation: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

b) Addressing sexual misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581- 7776. To report to the

police, contact the Department of Public Safety, 801-585- 2677(COPS).

c) Undocumented student support: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

d) Safety and wellness: Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call. The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>. Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women’s Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.



General Course Schedule (subject to modification)

WEEK	DATE	TOPIC	READING
1	20-Aug	Welcome	Ch. 1
	22-Aug	Introduction	
2	27-Aug	Ex. Critique/ Demographic Transition	P227-232; Malakoff
	29-Aug	<u>Class canceled</u>	
3	3-Sep	Fertility I (Introduction)	Ch. 4; Bongaarts
	5-Sep	Fertility II (Transition)	
4	10-Sep	Fertility III (Trends)	Lesthaeghe; Economist Marriage
	12-Sep	Fertility wrap-up	Tuljapurkar; Coontz
5	17-Sep	Mortality I (Introduction)	Ch. 5; Swinburn; Eckholm
	19-Sep	Mortality I continued	
6	24-Sep	Mortality II (HIV/AIDS)	Bongaarts 2EtAl; Dugger; Hay
	26-Sep	Mortality III (Violence)	
7	1-Oct	Exam review	
	3-Oct	Exam one	
8	8-Oct	<u>Fall break</u>	
	10-Oct	<u>Fall break</u>	
9	15-Oct	Computer lab exercise	Ch. 6; DeHaas; Islam NPR
	17-Oct	Migration I (Concepts)	
10	22-Oct	Migration II (US)	Sulzberger; Economist Migration
	24-Oct	Migration III (International)	Ch. 7; Ch. 8; Economist Remittances
11	29-Oct	Migration wrap-up	Ch. 9; Dugger Urban Pop; Kunzig
	31-Oct	Urbanization I	
12	5-Nov	Urbanization II (Slums)	Guardian China; Lakshmi
	7-Nov	Urbanization wrap-up	
13	12-Nov	Population/environment I	Godfray; Bello; DeFries; Mock
	14-Nov	Population/environment II	
14	19-Nov	Poster presentations	
	21-Nov	<u>Thanksgiving break</u>	
15	26-Nov	Poster presentations	
	28-Nov	Poster presentations	
16	3-Dec	Exam two review	
	5-Dec	Exam two	

NOTE: All lab assignments are due by midnight (12:00pm/24:00) on Wednesday.