

Geography 3400/5400: Population Geography

Instructor: Andrea Davis

Primary means of communication: Canvas email and office hours

Lecture days/times: Tuesday and Thursday 9:10-10:30 am **Room:** GC 3660

Office hours: Tuesday 10:30-12:00 and Thursday 10:30-12:00

Office location: Graduate desks by Geography Office

TA: Marissa Greer

TA primary means of communication: Canvas email, Umail, and office hours

Lab section days/times: 002: Tuesday 10:45-11:35 am, 003: Tuesday 2:00-3:20 pm **Room:** GC 1825

TA office hours: Wednesdays 10am-11am OR by appointment

TA office locations: TBD

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. Utilizing quantitative and qualitative data at the local, regional, and global level allows population geographers to understand individual and collective behavior that leads to important global demographic changes. In this course, we will use our textbook, academic articles, official statistics from international agencies, and contemporary investigative journalism in discussions of topics including, but not limited to emerging infectious diseases, international migration, food security, the effects of global warming, and the effectiveness of public policy interventions.

Course Outcomes

At the end of the course, students will understand foundational concepts in population geography and apply these creatively to interpret historical events and current affairs. The instructor and TA will use contemporary events worldwide to help students understand the applied practical importance of social science theory for our everyday lives. Students will learn how to examine and explain regional differences in key population measurements (rates of fertility, mortality, and migration) and evaluate policies targeted at addressing inequalities across subpopulations defined by socioeconomic class, race or ethnicity, and gender. At the end of the course, students

will *accurately and critically evaluate* scientific literature and clearly and concisely express their scientific findings in writing and oral presentations.

Lectures, Participation, and Exams

1. Lecture: Lectures do not simply repeat chapters in the textbook. In this course, lectures have always had important additional material included in the exams to evaluate student performance. Students are strongly encouraged to talk to the instructor with questions. Students should not hesitate to send Canvas messages with any inquiries, however brief, and even if they are about other related material and topics. Students can also join virtual office hours in zoom to ask questions by appointment.

2. Participation: The success of this course is mainly dependent on student participation. Students will benefit the most from this class if they participate in lecture discussions, read the assigned articles, think critically about the course material, and actively participate in lab section assignments. A share of each student's final grade is based on their participation. Most lectures will include several questions (or calculations of population geography statistics) that will be accompanied by in-person submission or Canvas assignments that students must submit by the assigned deadline. Completing these small assignments will keep students on track as we move through the material.

3. Exams: Two mid-term exams will be given to evaluate students' comprehension of course material. Both exams will contain short and long answer written questions and will be completed during assigned lecture times. 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 understood the significance of these articles. While our course is not an advanced quantitative methodology course, some basic calculations of statistics used by population geographers will be included in exams. We will have a review session for each exam, and students will have the opportunity to see example questions from previous semesters.

Lab and Assignments

1. Lab: This course requires you to register for a lab session each week to explain the upcoming assignments and clarify common issues or questions. The assignments in the lab consist of several progressive parts, so the weekly lab is designed to explain each assignment and expectation in further detail. For example, we will spend one lab meeting discussing how to read articles critically, write a critique, and the assignment requirements for a critique assignment.

2. Assignments: Each of the assignments described below are detailed further in lab and Canvas. Students must pay careful attention to the submission requirements and due dates in Canvas for the Critique, Presentation, and Poster assignments.

This course fulfills the University of Utah Upper Division **Communication/Writing Courses (C/W)** 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 four (4) requirements must be met by all students in the laboratory section of this class:

1. Three written critiques of scientific research

Critique 1: The instructor will lead a discussion and evaluation of a scientific paper at the beginning of the course (lecture week 2). 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 the lab. Students will be required to convert the Critique 1 outline into a complete draft of Critique 1 for peer review. After receiving a detailed evaluation of their writing from a peer in Critique 1, students will submit a substantially revised version of their first critique, Critique 1 Final Draft. Feedback on the final draft will be provided in-depth by the TA.

Critique 2: A substantial revision of Critique 1 is considered the second of the three critiques named above. This revision must address the problems and deficiencies identified in the evaluation of earlier drafts of the critique. Consider all feedback from the peer review and TA feedback in Critique 1 to complete Critique 2 Final Draft.

Critique 3: The final assignment in this series will be a critique of the research article chosen during the first few weeks of class from the list provided by the TA. We provide copies of these readings on Canvas. These research articles will also serve as a basis for the Presentation/Discussion assignment explained below. Students will submit a complete draft of Critique 3 to be reviewed by their peers. After completing a peer review, students will revise the draft and submit their Critique 3 Final Draft.

2. Scientific presentation and discussion of research articles

After learning how to write a critique effectively, each student will work within a group of three people for the Presentation/Discussion assignment (note, if you are 5400, this assignment is done on an individual basis). The group will select a research article from the list provided by the TA and will give a brief (15 minutes) presentation on the article. A detailed presentation of guidelines will be provided during the lab.

For each presentation:

- *Presenters:* Use Part A of the Presentation/Discussion assignment to format your presentation. Create a few discussion questions and add them to the end of your presentation.
- *Non-presenters:* Before attending lab, students must complete Part B of the discussion assignment and submit their answers for each presentation group. After watching the presentation, students need to provide comments and discussion questions for each group presentation to receive credit for participation.

3. Research poster project and presentation

Research posters: Students are required to produce a professional-quality research poster on a given topic by the end of the semester. The poster's objective is to provide a comprehensive

analysis and synthetic discussion about the group's research topic that is substantively supported by academic research. The students will select a research topic related to course material in the first several weeks of the lab. Each student will work with three people for the Research Poster (note, if you are 5400, this assignment is done on an individual basis). Instructions on how to prepare the poster using PowerPoint and deadlines are provided during the lab. This group assignment consists of several progressive parts, explained in further detail during the lab. Groups will present their Final Poster to the class during the exam period on finals week.

4. Participation

Participation in lab assignments is essential. A considerable share of the course grade includes peer-reviewing assignments where students read and critique their work. Details of these assignments will be discussed further in the lab. A student may not have a group presentation in a given week, for example, but will still have responsibilities (and grades) for reviewing another group's presentation.

Course Grading Policy (Evaluation Methods and Criteria)

In this course, late work, extra credit, and makeup assignments will not be accepted. Students' final grades are based on the following assignment percentages. In Canvas, the TA will provide a detailed grading rubric for each assignment. Check each grading rubric before submitting each assignment. There are several group projects and submissions, but all grades we enter are ultimately for individual students.

Geog 5400 grades will be based on the same proportions above with two small modifications: the 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.

Participation:	15%
Presentation/discussion:	10%
Exam I:	10% (Lecture)
Exam II:	15% (Lecture)
Written critiques (3 total):	30% (Lab)
Poster outline and Poster Draft:	5% (Lab)
Final poster:	10% (Lab)
Final poster presentation:	5% (Lab)

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 assignment 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.

Finally, in either oral or written communication a student who does not acknowledge the original source of another person's research has committed plagiarism.

Plagiarism software policy: I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

University Policies

a) Disability accommodation: The Americans with Disabilities Act. 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 CDS.

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

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 impacts directly for migrants, but also effects through indirect channels (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.

E) *Attendance/tardy policy*: "The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6---100III-O)

General Course Schedule (subject to modification)

Week	Date	Lectures	Lab assignments	Reading List
1	22-Aug 24-Aug	1. Introduction and syllabus review 2. Population geography introduction	<i>Exercise 1: Citing, Presentation/Discussion Assignment (Instructor Example)</i>	Introduction, Ch. 1
2	29-Aug 31-Aug	3. Example article critique 4. Demographic transition	<i>Presentation Article Choices (rank 3)*, Poster Topic Choices (rank 2)*</i>	Ch. 2-3, Malakoff
3	5-Sep 7-Sep	5. Fertility I 6. Fertility II	<i>Critique 1 outline</i>	Ch. 4
4	12-Sep 14-Sep	7. Fertility III 8. Fertility IV	<i>Critique 1 draft for peer review</i>	Lesthaeghe, EconomistMarriage Tuljapurkar, Coontz
5	19-Sep 21-Sep	9. Mortality I 10. Mortality II	<i>Critique 1 peer review, Presentation/Discussion group 1*</i>	Ch. 5, Swinburn, Eckholm
6	26-Sep 28-Sep	11. Mortality III 12. Mortality IV	<i>Critique 1 final draft, Presentation/Discussion group 2*, Poster outline*</i>	Bongaarts et al 2008, Dugger 2006 Hay
7	3-Oct 5-Oct	13. Exam one review 14. Exam one		

	10-Oct 12-Oct	No Class or Lab: Fall Break		
8	17-Oct 19-Oct	15. Computer lab exercise 16. Migration I		Ch. 6, IslamNPR
			<i>Critique 2</i>	
9	24-Oct 26-Oct	17. Migration II 18. Migration III		Ch. 7, DeHaas, Sulzberger, EconomistRemittances
			<i>Poster draft 1*, Presentation/Discussion Group 3*</i>	
10	31-Oct 2-Nov	19. Migration IV 20. Migration VI		Ch. 8
			<i>Critique 3 draft for peer review, Presentation/Discussion Group 4*</i>	
11	7-Nov 9-Nov	21. Migration V 22. Urbanization I		Ch. 9, Kunzig, Lakshmi
			<i>Poster draft 2 for mock gallery*, Critique 3 peer review, Presentation/Discussion Group 5*</i>	
12	14-Nov 16-Nov	23. Urbanization II 24. Urbanization III		Godfray, Bello, GuardianChina
			<i>Mock poster gallery in lab (week 12), Editor Role, Presentation/Discussion Group 6*</i>	
13	21-Nov 23-Nov	25. Population/environment I No Class or Lab: Thanksgiving Break		Ch. 10, DeFries, Mock
			<i>Critique 3</i>	
14	28-Nov 30-Nov	26. Population/environment II 27. Population/environment III		Ch. 11
			<i>Final poster submission*</i>	
15	5-Dec 7-Dec	28. Exam two review 29. Exam two		
16	15-Dec	30. Poster Presentation (Location: GC 3660, Time: 8-10am)		

Notes: Assignments are due the Monday of the corresponding week at midnight; lab assignments marked * are group submissions (individual submissions otherwise).