

Geography 3400/5400: Population Geography
Fall Semester of 2020

The class will be held online.

Instructor: Dr. Andrew Linke

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Primary means of communication: Canvas, email, and online office hours

Online office hours (zoom live discussion): T 10:00 am - 1:00 pm

TA: Andrea Davis

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

TA Online office hours (zoom live discussion): T & Th 11:00 am – 12:30 pm

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 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 be able to 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 be able to *interpret accurately and critically evaluate* scientific literature and clearly and concisely express their scientific findings in writing and oral presentations.

Lectures: Videos, Participation, and Exams

a) *Lectures:* There will be two lecture videos posted by 5:00pm Monday each week. This approximates the traditional in-person classroom experience by breaking the material into roughly 80-minute presentations by the instructor. Lectures do not simply repeat chapters in the textbook. In this course, lectures have always had important additional material that is included in the exams that are used to evaluate student performance. Students are strongly encouraged to contact the instructor with questions. Students should not hesitate to send Canvas messages or emails with any inquiries, however brief, and even if they are about other related material and topics. Students can also join weekly virtual office hours in zoom to ask questions.

b) *Participation:* The success of this course is largely dependent on student participation. Students will benefit the most out of this class if they watch lecture videos carefully, read the assigned articles, think critically about the course material, and actively participate in lab section group assignments. A share of each student's final grade is based on their participation. Most video lectures will include several questions (or calculations of population geography statistics) that will be accompanied by Canvas assignments that students must submit by the end of the corresponding week. The correct

answers to the questions will not be on the lecture video slides. Students should view the lecture, pause the video to answer the question, continue the video, and submit the assignment upon completing the lecture. Completing these small assignments will keep students on track as we move through the material.

- c) *Exams*: Two mid-term exams will be given to evaluate students' comprehension of course material. Students will take the first exam during the eighth week of class (which begins on Monday, October 12th) and the second during the fifteenth week of class (starting on Monday, November 30th). Both exams will contain short and long answer written questions and will be completed and submitted in Canvas. 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 on exams. We will have a review session for each exam, and students will have the opportunity to see example questions from previous semesters.

Lab: TA Videos and Assignments

- a) *TA Videos*: There will be one video posted at the beginning of each week that will explain the upcoming assignment and clarify any common issues or questions in the lab. The assignments in the lab consist of several progressive parts, so the weekly lab video 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, how to write a critique, and the assignment requirements for a critique assignment.
- b) *Assignments*: Each of the assignments described below are detailed further in 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. A week later, the students will be required to turn in 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 in 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. Record the group presentation and submit the video as an assignment during the groups assigned week. The TA will create a discussion with your video submission. Participate in the comments and discussion generated by your peers during your assigned week.
- *Non-presenters:* Before watching the presentation video, students are required to complete Part B of the discussion assignment and submit their answers for each presentation group. After watching the presentation video, students need to provide comments and discussion questions for each group presentation to receive credit for participation. Return to the discussion throughout the week to further each discussion.

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 objective of the poster 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 within a group of 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 make a video of their Final Poster presentations that other students will watch and comment upon by submitting questions in Canvas.

4. Participation

Participation in lab assignments is extremely important. A considerable share of the course grade includes peer-reviewing assignments where students read and critique other students work. Details of these assignments will be discussed further in 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 under any circumstances. Students' final grades is 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 that we enter are ultimately for individual students.

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.

Written scientific paper critiques (3 total): 30%
Presentation/discussion: 10%
Participation quizzes in lecture: 10%
Final poster: 10%
Draft poster: 10%
Poster outline: 5%
Exam I: 10%
Exam II: 15%

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.

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 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/campusafety.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	Lecture and lab assignments	Chapter or .pdf reading
1	24-Aug	1. Welcome and syllabus review	Introduction, Ch. 1
		2. Population geography introduction	
2	31-Aug	3. Example article critique	Ch. 2-3Malakoff
		4. Demographic transition	
		<i>Lab: Introduction discussion, Exercise 1 critiquing, Presentation assignment part</i>	
3	7-Sep	5. Fertility I	Ch. 4, Bongaarts
		6. Fertility II	
		<i>Lab: Article choices (3)*, paper choices group (3)*</i>	
4	14-Sep	7. Fertility III	Lesthaeghe, EconomistMarriage
		8. Fertility IV	Tuljapurkar, Coontz
		<i>Lab: Critique 1 outline.</i>	
5	21-Sep	9. Mortality I	Ch. 5, Swinburn, Eckholm
		10. Mortality II	
		<i>Lab: Critique 1 draft for peer review.</i>	
6	28-Sep	11. Mortality III	Bongaarts2EtAl, Dugger
		12. Mortality IV	
		<i>Lab: Critique 1 peer review Presentation/Discussion group 1</i>	
7	5-Oct	13. Mortality V	Hay
		14. Exam one review	
		<i>Lab: Critique 1 final draft Presentation/Discussion group 2 & 3</i>	
8	12-Oct	<< Exam one (time TBD) >>	
		15. Computer lab exercise	
9	19-Oct	16. Migration I	Ch. 6, IslamNPR
		17. Migration II	
		<i>Lab: Poster outline*, Presentation/Discussion Group 4 & 5*</i>	
10	26-Oct	18. Migration III	Ch. 7, DeHaas, Sulzberger, EconomistRemittances
		19. Migration IV	
		<i>Lab: Critique 2 due, Poster draft 1*</i>	
11	2-Nov	20. Migration VI	Ch. 8
		21. Migration V	
		<i>Lab: Critique 3 peer review due Presentation/Discussion Group 6 & 7</i>	
12	9-Nov	22. Urbanization I	Ch. 9, Kunzig, Lakshmi
		23. Urbanization II	
		<i>Lab: Poster draft 2 for mock gallery*, Critique 3 peer review, Mock poster gallery (participation required).</i>	
13	16-Nov	24. Urbanization III	Godfray, Bello, GuardianChina
		25. Population/environment I	
		<i>Lab: Critique 3 due, Presentation/Discussion Group 8 & 9*</i>	
14	23-Nov	26. Population/environment II	Ch. 10, DeFries, Mock
		27. Population/environment III	
		<i>Lab: Final posters due*</i>	
15	30-Nov	27. Exam two review	Ch. 11
		<< Exam two (time TBD) >>	
		<i>Lab: Final poster video submission*, Final poster video participation</i>	

Notes: 'Date' is for Monday of the corresponding week; all lab assignments are due at 9am on Monday; lab assignment marked * are group submissions (individual submissions otherwise).