

GEOGRAPHY 30970: POPULATION GEOGRAPHY

Spring 2013

Texas Christian University

MWF 10:00-10:50 – 3 credits

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Classroom: Palko 226

Office hours: MW 12:00 – 2:00 or by appointment, Scharbauer 2015D

COURSE OVERVIEW

In late 2011, the world's population reached 7 billion, re-igniting debates around whether world population growth is economically, socially, and environmentally sustainable. The dynamics of population change – and the geography of world population– are frequently framed as policy problems, yet do not always have clear-cut solutions. Some nations such as China and India, for example, have dramatically reduced population growth through state policy, but with considerable costs for human rights and the reproductive health of women. Other advanced economies such as nations in Europe and Japan have experienced record drops in childbearing, raising concerns about their ability to provide for their aging populations. While immigration from developing countries offers a potential solution to these challenges, it has also raised concerns about the ability of societies to integrate culturally different newcomers. In many cases, however, the population debate centers on the relationships between population growth and global change – and whether the Earth can provide for the 10 billion people it may house at century's end.

In this course, we will engage directly with these debates around world population growth and change. Students will be introduced to core theories addressing world population issues, and learn how these theories inform approaches to tackling the world's population problems. In addition, this course will introduce students to some basic sources, measures, and methods of representation for the study of population, and allow them to gain basic skills and experience in data analysis, interpretation, and writing reports.

Course topics include:

- History and future projections of world population growth
- High fertility in parts of the developing world and policies to limit population growth

- Declining fertility and aging populations in the US, Europe, and Asia
- The rise and spread of AIDS and other infectious diseases
- Demographic change in US cities, suburbs, and rural areas
- The rise of megacities in Asia, Africa, and Latin America
- International migration, refugees, and the politics of immigration
- The relationships between population growth, food production, and environmental sustainability

COURSE FORMAT

Class sessions will be hybrids of lecture, discussion, films, and structured assignments. Generally speaking, the course will be structured as follows. **Mondays** will be devoted to lectures that introduce students to core concepts in population geography. **Wednesdays** will involve additional lecture if necessary, and discussions of the course topics for that week, informed by the course readings. **Fridays** will be devoted to additional discussion, films, and structured assignments (e.g. training in population methods, debates around population-related issues).

While there is no required textbook for this course, I will be assigning various readings that correspond to course topics. Readings will be posted to the course Learning Studio website as PDF documents, and students are expected to complete the readings before class to facilitate class discussion.

The class will be managed through its corresponding Learning Studio website, accessible through the portals at <http://my.tcu.edu> or <http://tcuglobal.edu>. You will submit all of your assignments via the Learning Studio website, and I'll use the website to post relevant course announcements and lecture notes.

EVALUATION AND COURSE POLICIES

There are a total of 100 possible points in this course. Evaluation for this course will be based upon three exams, five assignments, and class attendance and participation. Except when otherwise specified, all assignments will be due by 11:59 pm on their specified due dates.

Exams will cover core concepts addressed in the lectures and discussions. Students will be given a list of questions in advance of the exam, and will then be asked to answer a subset of those questions during in-class examination. Collectively, the exams will comprise **40 points**.

Assignments will consist of five short (2-4 page) reports that correspond to various topics throughout the course. Such assignments might involve basic analysis of population data, or responses to readings or films that we cover in the course, informed by some outside research.

Each assignment is worth **10 points**. Unless otherwise specified, assignments are due by 11:59 pm on the Friday of the week they are listed. All late assignments will receive a 10 percent penalty for each day they are submitted past the due date.

Attendance and participation covers the final **10 points** of the course. Your score will involve my evaluation of your engagement and effort in the course this semester, specifically as it pertains to your involvement in in-class activities. To receive the full 10 points, you must have two or fewer unexcused absences during the semester, and actively participate in class discussion.

If you have to miss class for a TCU-related event and you know when these events will take place (i.e. athletic competition, musical performance, etc.), give me advance notice so that we can work together to ensure that you remain on track. Additionally, if you need to miss class for illness or family emergency, please give me documentation and I'll count the absence as excused.

Grades will be based on the following ranges:

93 points and higher: A	73-77 points: C
90-92 points: A-	70-72 points: C-
88-89 points: B+	68-69 points: D+
83-87 points: B	63-67 points: D
80-82 points: B-	60-62 points: D-
78-79 points: C+	Below 60 points: F

If you intend to take the course as Pass/No Credit, you must make this change by **Friday, March 22**.

I will award an incomplete (I) only in the most extreme and exceptional circumstances. Please notify me as soon as possible if you are in a situation where you feel you require an I.

COURSE SCHEDULE

Date	Topics	Assignments
Week 1: January 14	<p>Course introduction; basics of population geography; population data; debates around population data collection</p> <p>Readings: “Census sensitivity” and “Census hindered by empty houses, fears”</p>	
Week 2: January 21	<p>Demographic measures and techniques for the study of population</p> <p>Readings: “Population: A Lively Introduction” and the 2012 World Population Data Sheet</p> <p>No class Monday for MLK Holiday</p>	
Week 3: January 28	<p>The history of world population growth, and future population projections</p> <p>Readings: “World Population” from Newbold (2010), and “World Population Prospects, the 2010 Revision” (executive summary)</p>	
Week 4: February 4	<p>Theories of population growth and change</p> <p>Readings: Selection from “An Essay on the Principle of Population” and “The Malthusian Orthodoxy”</p>	Assignment #1 due
Week 5: February 11	<p>Fertility and family planning in the global South</p>	Exam #1: Monday, February 11

	Readings: “By Choice, not by Chance” up to page 15; “Human Rights and Reproductive Wrongs”	
Week 6: February 18	Fertility decline and aging in the US, Europe, and Asia Readings: “No Babies?” and “How Older Parenthood Will Upend American Society”	
Week 7: February 25	Global mortality Reading: “Eight Americas”	Assignment #2 due
Week 8: March 4	HIV/AIDS Reading: “The Impact of HIV and AIDS”	
Week 9: March 11	SPRING BREAK – NO CLASS	
Week 10: March 18	Theories of migration; demographics and internal migration in the United States Readings: “Theories of Migration”; “Rural Demographic Change in the New Century” and “Trading Places”	Assignment #3 due
Week 11: March 25	Continued discussion of US demographic trends	Exam #2: Wednesday, March 27 No class Friday for Good Friday holiday
Week 12: April 1	Megacities in the global South Reading: “The Urban Climacteric” and “The Prevalence of Slums” from <i>Planet of Slums</i>	

<p>Week 13: April 8</p>	<p>International migration; the politics of immigration in the US and Europe</p> <p>Reading: “Contested Ground: Immigration in the United States”</p> <p>Kyle in Los Angeles for AAG meetings</p>	
<p>Week 14: April 15</p>	<p>World population growth, global hunger, and food supply</p> <p>Readings: “The State of Food Insecurity in the World: Executive Summary”; “Attention Whole Foods Shoppers”; and “Don’t Panic, Go Organic”</p>	<p>Assignment #4 due</p>
<p>Week 15: April 22</p>	<p>Population growth, environmental sustainability, and global change</p> <p>Readings: “Population and climate change” debate from the Bulletin of Atomic Scientists; “Too many people?” debate from <i>The Economist</i>.</p>	
<p>Week 16: April 29</p>	<p>Course wrap-up: prospects for a world of 7 billion people</p>	<p>Exam #3: Wednesday, May 1</p> <p>Assignment #5 due Monday, May 6</p>

OTHER ISSUES

Academic conduct:

This course will comply with TCU policies on academic conduct and plagiarism. The TCU statement on academic misconduct from the Student Handbook (Section 3.4) is below:



Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; http://www.catalog.tcu.edu/current_year/undergraduate/). Specific examples include, but are not limited to:

- *Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.*
 - *Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.*
 - *Collusion: The unauthorized collaboration with another in preparing work offered for credit.*
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In short: please don’t cheat, as it is a very serious offense and you will get caught. Your assignments will be checked for plagiarism using Turnitin, TCU’s anti-plagiarism software. If you are in any way struggling in the course and tempted to cheat, please come talk to me so we can address your issues face to face.

Finally, the classroom is a place where diversity of opinions and perspectives is not only welcomed, but highly encouraged. I ask you to always be mindful and respectful of the diversity (broadly defined) of your classmates.

Disability statement:

TCU’s statement on disabilities is as follows:

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

STATEMENT ON USE OF THE SYLLABUS

This syllabus is intended for your use as a guide to assist in your planning for the semester. I **reserve the right to make changes to the syllabus and schedule if necessary**. However, rest assured that if I do make any changes to the syllabus, I will give you plenty of advance notice.