GEOGRAPHY 306:
POPULATION GEOGRAPHY: BIRTHS, DEATHS, & HUMAN MIGRATION
SPRING 2019

Course Information

Instructor Information:
Instructor: Dr. Kerri Jean Ormerod
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Phone: 775-784-6347

Email: kormerod@unr.edu
Office Hours: Wednesdays 3-4pm

Catalog Description:
Population Geography explores population policies and processes at global, national, and local levels. Particular attention is paid to contemporary matters with an emphasis on the analysis of equity.

Course Description:
Population Geography considers the spatial distribution of people on planet earth in relation to economic, political, and environmental factors. The course is structured around three critical population processes: fertility (births), mortality (deaths), and movement (mobility and migration). A primary purpose of this course is to provide students with the means of making informed arguments around population policies with an emphasis on the analysis of equity.

Course Prerequisite:
English 101 (Silver Core Writing)

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of relationships between diversity, inequality, and power in and through a comparison with the United States
- Students will be able to articulate ways in which social identities, such as ethnicity/nationality, class, gender, and other categories of difference, intersect with population issues and influence individual life experiences and/or perspectives
- Students will be able to analyze contemporary social issues and current events related to diversity and equity using theories of population geography
- Students will be able to analyze the political debates and ethical concerns related to population policies, including reproductive rights, healthcare, and immigration

By the end of this course, students will be able to:

- Understand the contributions of fertility, mortality, and migration to population change at the local, national, and global scale
- Utilize the basic quantitative and graphic tools of population geographers
- Explain the arguments and assumptions of dominant theories of population change
- Compare, contrast, and evaluate the soundness and applicability of these theories
• Recognize and critique these theories when they appear in popular media and public policy

**Silver Core 10: Diversity and Equity**
This course satisfies the requirement for Silver Core 10. Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

**Required texts, course materials:**

- **Textbook**

- **Additional texts (posted to WebCampus, subject to change with advance notice)**

- **Data**
  - US population data, Available online from US Census Bureau: [https://www.census.gov/2010census/data/](https://www.census.gov/2010census/data/)

**Unique class procedures:**
Treat email with the professor as a formal means of communication. You should compose email in a professional manner and avoid sending emails with questions that can be answered by accessing the syllabus or course webpage. Include GEOG 306 in the subject line. Signing your emails is also helpful. Substantial conversations are better addressed in office hours.
Course Requirements and Expectations:
There are a total of 1000 points available in this class. There is no curve.

Research Project 25%, 250 possible points: You will use the basic quantitative and graphical tools of population geographers to investigate the complex interrelationship between country-level population and economic development, educational attainment, gender equity, access to healthcare, and geographic location. You will then compare and contrast these relationships within the United States with another county.

Assignments: 25%, 250 possible points: You will be expected to complete the required reading in preparation for the class meeting for which they are assigned. On occasion, you will be asked to write very short responses to a reading during lectures periods. Students who miss class without an excused absence will be unable to make up these exercises. Additional homework assignments are included in the course schedule. Grading for assignments is based upon the successful, effective, and timely completion of required work. Please keep in mind that late or poor quality work on just a few projects can have a cumulatively ugly effect on a student’s grade. See instructions on WebCampus for each individual assignment.

Attendance and Participation: 25%, 250 possible points: Attendance and participation is required of all students. In other words, show up (on time) and speak up (regularly). In order to succeed academically, you need to attend class, take comprehensive notes, come to class prepared, and be willing to discuss a wide array of issues. Students who do not follow this advice will most likely be disappointed with their performance. Pop quizzes may be included as part of your attendance and participation score. Pop quizzes happen in class and are credit/no-credit. Excused absences will include all holidays or special events observed by organized religions, which will be honored for students who show religious affiliation. Additionally, absences preapproved by the University or preapproved by the professor will be honored. Five percent (50 points) of your overall grade is based upon regularly participating in class. Private conversations, meals, non-class related activities, and other behavior that may be distracting to your classmates should be avoided.

Examination: 25%, 250 total points: 100 points for midterm and 150 points for the final. Lecture, readings, peer presentations, and videos are all “examinable” material. The exams can be composed of any combination of multiple choice, open-ended, short answer, or essay questions. There are no makeup exams, other than in cases of excused absences when prior arrangements are made and documentation provided.

Grading Scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93% - 100%</td>
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<td>A-</td>
<td>90% - 92.9%</td>
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<td>87% - 89.9%</td>
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<td>B</td>
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Late Work Policies: You cannot make-up in-class activities that you miss. Exams can only be rescheduled in cases of excused absences. Homework assignments can be turned in late, however late work will lose 10% per day for each day it is late.

Course Schedule, Topics, and Assignments (subject to change with advance notice):

Week One — Introduction to Population Geography  
Reading: Chapter 1

Week Two — “Overpopulation” and Depopulation  
Reading: E. Boserup and T. Malthus  
Assignment 1 due (40 points)

Week Three — Fundamentals of Population Data  
Reading: Chapter 2

Week Four — Population Distribution and Composition  
Reading: Chapter 3

Week Five — Fertility  
Reading: Chapter 4 and B. Hartmann  
Assignment 2 due (40 points)

Week Six — Famine and Food Security  
Reading: A. Sen and J. Simon

Week Seven — Mortality and Morbidity  
Reading: Chapter 5  
Assignment 3 due (40 points)

Week Eight — Aging and Dependency  
Reading: E. Klienberg  
Midterm Exam

Week Nine — Spring Break

Week Ten — Internal Migration and Mobility  
Reading: Chapter 6

Week Eleven — International Migration  
Reading: Chapter 7 and D. Massey  
Assignment 4 due (40 points)

Week Twelve — Refugees and Internally Displaced People  
Reading: Chapter 8

Week Thirteen — Urban Growth and Development  
Reading: Chapter 9

Week Fourteen — Population Policies  
Reading: Chapter 10  
Final Project due (250 points)

Week Fifteen — Future Population  
Reading: Chapter 11

Week Sixteen — Population and Sustainable Development  
Assignment 5 due (50 points)
University Policies

Statement on Academic Dishonesty:
"Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include filing a final grade of "F"; reducing the student's final course grade one or two full grade points; awarding a failing mark on the coursework in question; or requiring the student to retake or resubmit the coursework. For more details, see the University of Nevada, Reno General Catalog."

"The work of another" does not just mean whole papers or articles copied from another source. It includes any information, ideas, sentences, or phrases that came from somewhere other than your own head (i.e. books, articles, internet sites, videos, documents, lecture notes or handouts from other courses, and any other sources used in your paper). These must be properly acknowledged by providing references either in the text or in a footnote, along with a bibliography giving the complete publication information for all sources used in your paper. Even if you paraphrase someone else's ideas and do not quote them directly, you still must acknowledge your source. Citations should also be given for little-known facts and statistics. Ignorance is not an excuse for plagiarism. If you are not sure whether you need to provide a source for a piece of information or how to cite a source, ask me.

Statement of Disability Services:
“Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Pennington Achievement Center Suite 230) as soon as possible to arrange for appropriate accommodations.” This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.

Statement on Audio and Video Recording:
"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

Statement on Equal Opportunity and Title IX:
The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the Equal Opportunity and Title IX page.
Statement on Academic Success Services:
Your student fees cover usage of the Math Center (775) 784-4433, Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.