

**Geography 241 Sec 02—Population Geography**  
**Department of Geography and Environmental Science**  
**SYLLABUS AND COURSE OUTLINE**

Course Information:

Instructor:	Ramiro Campos
Term:	Spring 2022
Office:	HN 1032
Class Meeting Days:	Tuesdays, Fridays
Class Meeting Hours:	9:45 am – 11:00 am
E-Mail:	<a href="mailto:rcampos@hunter.cuny.edu">rcampos@hunter.cuny.edu</a>
Class Location:	HN 1001 D
Office Hours:	Tuesdays, 8:30 am – 9:30 am other times by appointment ONLY (via Zoom, or before class)
Course Mode:	IN PERSON, FULLY IN PERSON

**Course Materials:**

- **There is no textbook for this course**
- Links to datasets on Blackboard under SPECIFICALLY noted tabs
- How to write a formal lab and create a formal table (In Course Materials tab in Blackboard)
- *Since all coursework and updates will be done through Blackboard, it is essential that you have the correct active email linked to Blackboard and that you check that email regularly.*

**Course Description:**

- Today's world is consumed with questions concerning population growth and change. During this semester, we will explore several critical issues such as the relationship between population growth and development; immigration and internal migration; how age, race and gender affect other demographic processes; and how and why these processes vary around the world.
- Additionally, you will learn to compute measures of population growth and change, as well as how to present these analyses in formal scientific essays.
- Every week you will watch lecture videos, complete short quizzes to help ensure that you understood the lectures, and complete online labs that will give you hands-on understanding of the concepts and processes of population dynamics.
- You will be able to download publicly available datasets and use Excel to analyze them; and will be able to present your weekly research using the standard format of scientific writing.

### Learning Outcomes:

- Be able to explain the fundamental concepts and methods in population geography/demography
- Be able to apply the scientific method to understanding and analyzing demographic change
- Be able to use Excel to compute demographic measures at multiple scales (national, state, county, census tract)
- Be able to use data from the US Census, the Population Reference Bureau, the National Center for Vital Statistics, and other sources to analyze demographic change
- Be able to go from a question to a formula, to data, to analysis, to appropriate interpretation, to a formal presentation of results
- Be able to identify and use sources of demographic data, and well as explain data limitations, confidentiality, anonymity, aggregation/disaggregation issues, and appropriate unbiased interpretation of results

### Requirements:

- |                   |     |
|-------------------|-----|
| • Lab Assignments | 50% |
| • Lecture Quizzes | 10% |
| • Midterm:        | 15% |
| • Final Project   | 10% |
| • Final:          | 15% |

### Folder Assignments:

- For each folder, you will complete short quizzes that follow each lecture, and complete the labs for the week. Labs are due by MIDNIGHT on the noted due date. All labs must be uploaded in a format acceptable by SafeAssign (docx or pdf). Do not copy and paste the lab into the dialog box because it will not go through SafeAssign **and** you will lose all your formatting. This will result in losing points on the lab.
- All quizzes are completed on Blackboard. All labs are submitted via Blackboard. Assignments submitted in any other manner (Google Docs/Pages/Sheets) or to the wrong link will not be graded.
- Each folder is labeled with the folder number and topic under the Labs Folder that can be found by clicking on the "Course Assignments" link on the left navigation panel.
- It is essential that you attend lecture and complete the labs each week in a timely manner. Missing or late labs will also result in significant deductions from your lab grade. **Labs comprise 50% of your grade, and skills from one lab help prepare you to complete the next lab.** The midterm and final will cover both lecture and lab topics and skills.
- There is a grading rubric attached to each lab so you know in advance exactly what is required. There is a specific table format and a formal lab write-up format you will need to follow. Both of these formats are fairly standard across the natural sciences and social sciences, so if you develop these skills, you will be able to use them in other classes and in your professional life. You will find the formats under Course Materials. **DO NOT be creative with tables.** The learning outcome is for you to develop the skill of developing a professional publication-quality table.

## Grading and Other Essential Policy Information:

- To earn full credit, you must complete the assignment as given, written in correct formal English, and showing evidence of critical thinking. **You must follow the format given under Course Materials:**
  1. (Introduction with the research question and hypotheses;
  2. Methodology, including all mathematical formulas and explanation of data;
  3. Results;
  4. Interpretation of results;
  5. Conclusions;
  6. Bibliography).

- Interpretations of results are not conclusions. Conclusions point back to the original question.
- **Excel formulas are NOT to be included in your report.** Formulas in words are not mathematical formulas. For example, when completing the Hoover Index lab, the formula I will be looking for is:

$$H = 50 \sum_{i=1}^r |P_i - A_i|$$

Where:

$P_i$  = Population of Subunit  $i$  / Total Population and

$A_i$  = Area of Subunit  $i$  / Total Area

- All tables are to be completed in the format given under Course Materials.
- You must provide **complete bibliographic citations**, including for census data. The lab assignment is not the bibliographic source. Use the particular census year/format or other source.
- There will be significant deductions in points given for late assignments unless you have given me an **excellent documentable** excuse.
- Emailed labs will not be graded. Labs submitted anywhere other than in the appropriate assignment folder will not be graded. (The grading rubric and the grade book are linked to the Assignment. This way there is a time-date stamp for each assignment, and you receive your grade as soon as it is graded.)
- **There are NO INCOMPLETES FOR THIS COURSE**, unless you provide a documentable medical or other emergency and you have been consistent with all coursework throughout the semester.
- A grade of WU will be given to students who *completely* disappear from the class **prior to submitting sufficient graded work** and neglect to withdraw from the course. **This includes final exam. If you disappear without officially withdrawing, it may affect your financial aid status.**
- The only students who will be eligible to request a grade of Pass/NC at the end of the semester are those who have completed **ALL** assignments (including every quiz) in a **timely manner** (that is, each one **on its due date!**).
- If a **documentable** emergency arises that may result in the late submission of an assignment, please let me know as soon as possible via email.
- Email Policy: You must adhere to professional respectful communication via email.
- **Pass/No Credit Option:** You have the option to request a grade of Pass/No Credit for this course.
  - **In order to qualify for a Pass/No Credit grade, you must complete all the requirements for the course, including attendance, assignments, exams, and the final exam/project.**
  - To Pass, you must earn at least a D. If you stop attending, stop submitting assignments, and/or do not take the final exam, you receive a grade of WU Unofficial Withdrawal), which cannot be converted to Pass/No Credit, and may affect your financial aid status.

## **Civility Code**

Civility in the classroom and respect for the opinions is very important in an academic environment. It is likely that you may not agree with everything which is said or discussed in the classroom, yet you are expected to conduct yourself in a courteous and respectful manner and to greet all members of the college community with dignity, consideration, and grace. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion and/or ability are not acceptable.

## **Preferred Gender Pronoun**

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me about your preferred gender pronoun or if you do not have a pronoun.

## **Professor Acknowledgements**

1. I acknowledge the stress, anxiety, depression of the pandemic and quarantine (which disproportionately affect female and BIPOC students) and these may translate into:
  - Connectivity Issues & Limited Technology
  - Domestic Abuse
  - Food Insecurity
  - Unemployment

Please feel free to meet with me individually about challenges and I will recommend or investigate resources.

2. I acknowledge my own set of privileges: lighter-skinned, US-Born, Native English speaker, male, upper middle-class, cis-gendered, able-bodied, and that this may translate into
  - Inconsiderateness while discussing religion, migrant status,
  - Interrupting of students while they speak
  - Dismissal of ideas that are novel or obsolete
  - Normalizing ideas that may be obsolete/violent/exclusive/discriminatory

## **Hunter College Policy on Academic Integrity**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

## **ADA Policy**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you have a documentable disability or condition that makes it impossible to complete an assignment as written, please contact me immediately so an alternative can be arranged.

## Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) of Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

## Syllabus Change Policy

- Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- If changes are made to the syllabus, I will notify you via email through Blackboard. It is essential that you have your correct email linked to your Blackboard account and that you check your Hunter or other Blackboard-linked email regularly. Bounced emails will not be an acceptable excuse for not being aware of changes or any other communications to the class.

## Lab Series (subject to change)

### Labs:

Lab I	(2.5% of your grade)	Reapportionment
Lab II	(2.5% of your grade)	Your Census Tract
Lab III	(5% of your grade)	Hoover Index
Lab IV	(5% of your grade)	Population Projections
Lab V	(5% of your grade)	Population Momentum
Lab VI	(5% of your grade)	Fertility
Lab VII	(10% of your grade)	Ethnic Change at various scales
Lab VIII	(5% of your grade)	Segregation Index-Index of Dissimilarity
Lab IX	(10% of your grade)	Diversity Index-Entropy Index

**ALL DATES TENTATIVE\***

Week                      Topic                                              Lab DUE DATE

0	Intro Lecture	
1	Structure of the Population	LAB I Due 2/4
2	Population Growth Through Time	<b>XXXX</b>
3	Population Growth Through Time	Lab II DUE 2/18
4	Population Projections	Lab III DUE 2/25
5	Demographic Transition	Lab IV DUE 3/4
6	Epidemiologic Transition	Lab V DUE 3/11
7	TFR and Life Expectancy	Lab VI Due 3/18
8	<b>Midterm</b> <b>(Please note: Midterm will be ONLINE)</b>	MID TERM DUE 3/25
9	Introduction to Migration Studies	4/1
10	Introduction to Migration Studies	Lab VII DUE 4/8
11	Migration Theory	<b>Final Project Announced</b>
12	Immigration Patterns to the US	Lab VIII DUE 4/29
13	Immigration Patterns to the US	Lab IX DUE 5/6
14	Immigration Patterns to the US	Final Project 5/13
15	Refugees and Asylees, and DACA	

\*We will do our absolute best to stick to this schedule.

**Final Exam goes live during Final Exam Week.**