

**GEOG 24100 – Population Geography**  
**Wednesdays, 10:30am – 1:48pm**  
**Hunter North 1090B-2 (Large Lab)**  
**Summer 2017**

**Instructor:** Kate Schlott  
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### **Course Description**

This course looks at historical and contemporary population growth and change to explain the distribution of people with special focus on spatial patterns and variations. We will examine several critical issues including but not limited to migration patterns and streams; demographic shifts; how age, race and gender affect demographic processes; and social theories to explain population distribution and demographic composition at various geographic scales. In addition to weekly discussions, you will get hands-on experience learning how to download population data available through various census and vital statistics websites, compute measures of population growth and change, and present these results and analyses in formal scientific reports.

This course can be applied to either Group B or C of the Pluralism and Diversity requirements, or Stage 3B (non-W) of the GER.

### **Prerequisites**

GEOG 10100 or 15000; or permission from instructor

### **Required Texts**

Lundquist, J. H., Anderton, D. L., & Yaukey, D. (2015). *Demography: The Study of Human Population* (Fourth ed.). Long Grove, IL: Waveland Press, Inc. \$61.95  
Paperback ISBN: 978-1-4786-1306-0  
eBook options available on publisher's website ([www.waveland.com](http://www.waveland.com)).

### **Readings**

In addition to the required text, I have provided supplemental readings for the second half of the semester. You will find the supplemental readings on the Hunter College Reserves<sup>1</sup> page. The additional readings are selected chapters from the following books:

Crane, J. (2015). *The Environment in American History: Nature and the Formation of the United States*. New York, NY: Routledge.

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<sup>1</sup> Course eReserves link available in Blackboard.

- Manning, P. (2013). *Migration in World History* (Second ed.). New York, NY: Routledge.
- Ngai, M. M. (2004). *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press.

### Course Evaluation

It is mandatory that you attend lecture and complete the assignments for this course. Since this is a summer course the materials covered are compressed into six weeks. I follow the Hunter College Attendance Policy (<http://catalog.hunter.cuny.edu/>) and allow for one unexcused absence from class. I will deduct two points from your final grade for every additional session missed beyond the one session allowed. It is imperative that you attend class since I will cover information not found in the textbook during lecture and assignment sessions. **Class lecture slides will not be posted in Blackboard.** If you miss class then it is your responsibility to get the notes from a fellow classmate and to complete any readings and assignments given for that day.

The breakdown of your final grade is as follows:

Required Work	Value
Assignments	40%
Neighborhood Project	20%
Midterm Exam	20%
Final Exam	20%

Only students who have satisfied the attendance requirements, completed all assignments, and taken the exams are eligible for the Credit/No Credit (CR/NC) option. The form can be submitted for consideration up to 15 minutes prior to the start of the final exam. Forms will not be accepted once the exam begins.

INC will only be given for this course in extreme circumstances. In order to receive an INC you must notify me within 78 hours of the scheduled final exam and make arrangements with me to complete a Contract to Resolve an Incomplete Grade in which we will establish a deadline for completing all missing paperwork or taking a missed examination. This must be completed **prior** to final grade submissions.

No extra credit will be offered for this course.

### Course Objectives

This course will teach you how to do the following:

- Apply quantitative and qualitative approaches to explore questions concerning population growth and change to develop an understanding of how and why people live where they live.
- Compare and analyze census geographies, and examine the political impacts of geographic patterns on reapportionment.
- Place local, regional, and global events into perspective with population growth and migration patterns.
- Explore the relationship between population growth and development; immigration and internal migration; the effects of age, race, and gender on demographic processes; and how and why these processes vary around the world by calculating, interpreting, and analyzing key geographical measures, including rates of population change, indices of concentration, segregation and diversity, demographic characteristics, vital statistics, and population momentum.

## **Student Learning Outcomes**

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

- Identify and explain the key concepts and methods of Population Geography, and how they relate to the cultural and economic shifts contributing to population distribution, growth and change.
- Access, manipulate, and professionally present data from the U.S. Census Bureau, the Population Reference Bureau, and the National Center for Vital Statistics in Excel.
- Explain and critique demographic growth and change.
- Identify demographic data and explain their limitations while providing clear and convincing unbiased interpretations of data results.
- Display the basic skills of using Excel.
- Write clear and convincing unbiased scientific reports.

## **Assignments**

You will complete a series of assignments that are designed to teach you how to download, organize, present, and write about demographic data. These assignments are worth 40% of your final grade. All assignments must be submitted through Blackboard. I will not accept assignments that are emailed to me.

## **Neighborhood Project**

For your course project, you will bring together the various skills you have learned over the course of the semester together and complete a detailed demographic profile of a neighborhood assigned in New York City. You will submit a final report that is 12 to 15 pages (not including tables, maps, diagrams) in length about your specific county and put together a presentation that shows these measures in formal tables and presents general descriptions of the studied neighborhood. You are free to be creative – include maps, graphics, county logos, text – to teach

the rest of the class about your assigned county. The neighborhood project is worth 20% of your final grade.

### **Exams**

You will take two exams – a midterm and final exam – during the semester. The midterm exam will be a take-home exam that will cover materials from the first three weeks of class. The final exam will be given in class on the last day and it will cover weeks four through six. Both exams are worth 40% of your final grade (20% each).

### **Classroom policies**

1. The computers in the Geography Computer Lab are to be used for Geography course work only.
2. Taking photos of class slides/presentations is prohibited.
3. Cell phones must be silenced prior to laboratory entry.
4. Finally, there is **no eating or drinking permitted in the computer lab.**

### **Communicating Throughout the Semester**

If I need to contact you for any reason I will do so via email through Blackboard. In compliance with the Family Educational Rights and Privacy Act (FERPA) (<http://www.hunter.cuny.edu/onestop/records-and-transcripts/ferpa>), the CUNY email address on file in Blackboard is the email address that I will use to communicate with you. I will not respond to emails sent from personal email accounts. Because of the frequency that I receive SPAM emails and viruses disguised as legitimate looking emails, I do not open emails that look suspicious to me. Emails must include the course name and/or number in the subject line along with a brief subject for the email. It is your responsibility to make sure your CUNY email address is correct in Blackboard. Bounced emails will not be an acceptable excuse for not being aware of any changes to the course schedule or other communications to the class. **Check your email regularly.** I will not respond to questions if the answer can be found in the course syllabus. Make sure to include a signature so that I know who is emailing me. I do not respond to emails sent over the weekend or on observed holidays.

### **Hunter College statement 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 CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

### **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 documents 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, or 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) or 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>

## Schedule for Population Geography Summer 2017

Date	Readings and Topics	Assignment Due
<b>Week 1</b> 5-Jun-17	Lundquist et al. Chapters 1 & 2 (1-46); Chapter 11 (405-447) Introduction to Population Geography Assignment 1: Reapportionment	
7-Jun-17	Structure of Population Assignment 2: Your Census Tract	Assignment 1
<b>Week 2</b> 12-Jun-17	Lundquist et al. Chapter 3 & 4 (47-143) Growth Through Time Assignment 3: The Hoover Index	Assignment 2
14-Jun-17	Population Projections Assignment 4: Population Projections	Assignment 3
<b>Week 3</b> 19-Jun-17	Lundquist et al. Chapters 5 through 8 (145-323) Changing Death Rates Assignment 5: Population Momentum	Assignment 4
21-Jun-17	Fertility and Life Expectancy Assignment 6: Fertility Midterm Exam	Assignment 5
<b>Week 4</b> 26-Jun-17	Lundquist et al. Chapters 9 & 10 (325-404); Manning Chapter 6 & 7 (93-134); Crane Chapters 1-4 (1-120) Migration and Globalization	Assignment 6 & Midterm Exam
28-Jun-17	Assignment 7: Racial and Ethnic Change Colonialism and Imperial Expansion	
<b>Week 5</b> 3-Jul-17	Manning Chapter 8 & 9 (136-190); Ngai Introduction and Chapter 1, 4 & 5 (1-55; 127-201) Territorial Expansion Assignment 8: Index of Dissimilarity	Assignment 7
5-Jul-17	Reaction to "Others" Assignment 9: Entropy Index	Assignment 8
<b>Week 6</b> 10-Jul-17	Migration in the 21st Century & Presentations	Assignment 9
12-Jul-17	Presentations & Final Exam	