

GEOG 241 – Population Geography

Fully Online

Spring 2015

Instructor: Kate Schlott

Office location: 1032 HN

Email: kschlott@hunter.cuny.edu

Emails must include the course name and/or number in the subject line along with a brief subject for the email (e.g., Geog241 Assignment 1). Make sure to include a signature so that I know who is emailing me. I do not respond to emails on holidays or over extended holiday weekends.

Skype: kate.inkedgeographer (By Appointment Only)

Office hours: Wednesdays 12 p.m. – 1 p.m.

Course Description

This course looks at historical and contemporary population growth and development. It examines migration patterns and streams, demographic shifts, and social theories to explain population distribution and demographic composition at various geographic scales. You will get hands on experience of learning how to create data tables utilizing demographic information made available through various census and vital statistics websites. In addition, you will learn how to write a scientific report and analyze these data.

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 101 or 150; or permission from instructor

Required Texts

Demography: The Study of Human Population

3rd edition, D. Yaukey, D. L. Anderton, and J. H. Lundquist

ISBN 978-1-57766-488-8

American Nations: A History of the Eleven Rival Regional Cultures of North America

C. Woodard

ISBN 978-0-14-312202-9

Course Evaluation

Requirements	Value
Excel Assignments /Report Write Ups	50%
Lecture Quizzes	10%
Midterm Exam	20%
Final Exam	10%
Final Project	10%

This course is held completely online. We do not meet in a classroom setting. Lectures will be posted according to the weekly schedule listed on the left panel on Blackboard. Assignments are due by 11pm on their specified due dates.

Only students who have submitted all assignments qualify for a CR/NC grade. INC will not be given for this course.

Course Objectives

1. 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.
2. Compare and analyze census geographies, and examine the political impacts of geographic patterns on reapportionment.
3. Place local, regional, and global events into perspective with population growth and migration patterns.
4. 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 Outcomes

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

1. 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.
2. 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.
3. Apply the scientific method to explain and critique demographic growth and change.
4. Identify demographic data and explain their limitations while providing clear and convincing unbiased interpretations of data results.
5. Display the basic skills of using Excel.
6. Write clear and convincing unbiased scientific reports.

Assignments

Each week you will watch lecture videos, complete short quizzes, and complete an Excel table and formal write up. Nine assignments will be assigned throughout the semester. The point value and due dates for each assignment will be in Blackboard with the assignment instructions. All assignments must be submitted through Blackboard. I will not accept assignments that are emailed to me. Assignments are due on their specified dates by 11pm. Instructions for these assignments are provided on the left panel in Blackboard under the section titled Assignments. There is a specific table format and a formal write-up format that you must follow, which is available in Blackboard. The formats are fairly standard across the sciences so you will be able to apply them to other courses. This is not the time for you to be creative with your tables. You should focus on developing the skills to create a professional publication-quality table and not to create a table you think looks unique. The sections of the write-up are valued as follows:

Write Up Section	Value
Introduction	10%
Methodology	20%
Table(s)	25%
Discussion/Results & Conclusion	45%

Final Project

For your final project, you will be working in collaborative groups via Blackboard to complete a detailed demographic profile of a county assigned to your group. This project will bring together the various skills you have learned over the course of the semester. The demographic characteristics you will need to compute are listed under Week 15 – Final Project on Blackboard. You will be creating a wiki in Blackboard that presents these measures in formal tables, as well as general descriptions of your assigned county. You are free to be creative – include maps, graphics, county logos, text – to teach the rest of the class about your assigned county. You will also submit a 12 to 15 page report about your specific county. This report must follow the write-up format used for the weekly assignments. Students who do not participate as responsible team members will be graded separately from the group and risk sacrificing 15% of their final grade.

Course Grading

I use the CUNY grading policy that can be found in the online undergraduate catalog (<http://catalog.hunter.cuny.edu/>).

Grading and Other Essential Policy Information

1. Each assignment is worth 10 points unless otherwise noted, and has a specified due date noted on Blackboard.
2. To earn full credit, you must complete the assignment as given, written in correct formal English, and show evidence of critical thinking. You must follow the format given under Course Materials. Interpretations of results are not conclusions. Conclusions point back to the original question.
3. You must include the mathematical formula in your methodology. Excel-speak formulas are not to be included in your report. Formulas in words are not mathematical formulas.
4. All tables must follow the format provided under Course Materials.
5. Late assignments will not be accepted unless you have given me a valid documentable excuse.
6. Assignments will not be accepted via email. Blackboard is the only medium under which I will accept assignments.
7. I do not give incompletes (INC).
8. Only the students who have completed the course work are eligible to request a CR/NC. Meaning that all assignments and quizzes must be done and submitted in a timely manner.
9. If a documentable emergency arises then it is on you to notify me via email and inform me of the situation. I will not chase you down if you cease to participate in the course or if you have a series of late assignments.
10. With the exception of holidays and extended holiday weekends, I check my email regularly. If I do not respond to your email within 48 hours then email me again. It is possible I may not have seen your original email.
11. I expect to be addressed professionally when you communicate with me via email. This means I do not want to see emojis, smiley faces, or slang when you email me.
12. Do not forget to sign your emails.

Communicating Throughout the Semester

If I need to contact you for any reason I will do so via email through Blackboard. The email address on file in Blackboard is the email address that I will use to communicate with you. It is your responsibility to make sure your 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.**

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 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 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.

Schedule for Population Geography Spring 2014			
Week	Date	Topics and Readings	Assignment Due
1	28-Jan-15	Introduction to Population Geography/Assignment 1	
2	4-Feb-15 Readings	Structure of Population/Assignment 2 Yaukey et al. Chapters 1 & 2	Assignment 1
3	11-Feb-15	Growth Through Time/Assignment 3 Yaukey et al. Chapter 3	Assignment 2
4	18-Feb-15	<i>No Class - Classes Follow a Monday Schedule</i>	
5	25-Feb-15 Readings	Population Projections/Assignment 4 Yaukey et al. Chapter 4	Assignment 3
6	4-Mar-15 Readings	Changing Death Rates/Assignment 5 Yaukey et al. Chapters 5 & 6	Assignment 4
7	11-Mar-15 Readings	Fertility/Life Expectancy/Assignment 6 Yaukey et al. Chapters 7 & 8	Assignment 5
8	25-Mar-15 Readings	<i>Midterm</i> (take-home exam)/Migration (lecture)/Group Project Workshop Yaukey et al. Chapter 9 & 11	Assignment 6
9	18-Mar-15	Migration Theory/Assignment 7 Woodard Introduction, Chapters 1 - 5	Midterm Due
10	1-Apr-15	Race & Ethnicity/Immigration - Early Years Woodard Introduction, Chapters 6 - 9	
11	8-Apr-15	<i>Spring Recess</i>	
12	15-Apr-15	Territorial Expansion/Assignment 8 Woodard Introduction, Chapters 10 - 14	Assignment 7
13	22-Apr-15	Reactions to "Other"/ Assignment 9 (<i>AAG Conference</i>) Woodard Introduction, Chapters 15 - 21	Assignment 8
14	29-Apr-15	Immigration Reform Woodard Introduction, Chapters 22 - 28, Epilogue	Assignment 9
15	6-May-15	Refugees and Asylees	
16	14-May-15	<i>Project Presentations</i>	
	21-May-15	<i>Final Exam Due</i>	