Population Geography
GEOG 241
Summer 2013

Course Information:
- GEOG 241 Population Geography
- Fully online via Blackboard

Contact Information
- Professor Ines Miyares
  - imiyares@hunter.cuny.edu (best way to contact)
  - Office: HN 1045
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- By appointment only
- Department Office: HN1006

Course Materials
- There is no textbook for the summer section
- Lecture videos on Blackboard under weekly tabs
- Lab videos on Blackboard under weekly tabs
- Links to datasets on Blackboard under weekly tabs
- How to write a formal lab and create a formal table (In Course Materials tab in Blackboard)
- Since all work and communication with the class 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 insure that you understood the lectures, and complete two online labs that will give you hands-on understanding of the concepts and processes of population dynamics. (One week has only one lab, but it is double the work and double credit.)
- You will work collaboratively online to complete a final group project—a demographic profile of a county that will be assigned to your group—that will pull together all the demographic measures covered in lecture and in labs.
- By the end of the course, you will have an understanding of a variety of demographic measures and will be able to compute and interpret them.
- You will be able to download publically available datasets and use Excel to analyze them
• You will understand the structure of scientific writing and will be able to present your weekly research using this format.

Learning Outcomes:
• Understand the fundamental concepts and methods in population geography/demography
• Apply the scientific method to understanding and analyzing demographic change
• Use Excel to compute demographic measures at multiple scales (national, state, county, census tract)
• Use data from the US Census, the Population Reference Bureau, the National Center for Vital Statistics, and other sources to work individually and collaboratively to study 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
• Understand sources of demographic data, and well as data limitations, confidentiality, anonymity, aggregation/disaggregation issues, and appropriate unbiased interpretation of results

Requirements:
• Labs 50%
• Lecture Quizzes 10%
• Final Project: 10%
• Midterm: 20%
• Final: 10%

Weekly Assignments:
• Each week you will watch lecture videos, complete short quizzes that follow each video, and complete the labs for the week. Labs are due on Tuesdays and Fridays. One lab is more complex and is the only one for that week.

• All quizzes are completed on Blackboard. All labs are submitted via Blackboard.

• Each week is labeled with the week number and topic on the Blackboard buttons on the left panel.

• It is essential that you watch the lecture videos 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 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, and your second lab (Week 1b) has a video on how to create a formal table in Excel and copy it over into Word. I don’t want you to be creative with tables. I want you to develop the skill of developing a professional publication-quality table.

**Final Project:**
- As a final project, you will be working in collaborative groups through Blackboard to complete a detailed demographic profile of a county assigned to your group. This will pull together the various skills you have learned over the course of the semester. The demographic characteristics you will need to compute are listed under the group project tab in 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. Here you are free to get creative—include maps, graphics, county logos, text—to teach the rest of the class about your assigned county.

**Grading and Other Essential Policy Information:**

*I know this seems like a long list of rules, but some of them have been added due to either communications problems in previous semesters or because other students tried to get around the system. Thus, I get a bit more specific each semester. It protects both you and me if you have all the rules up front."

- Each lab will be worth 10 points unless otherwise noted (one is worth 15 points, and one is worth 20 points), and has a specified due date noted on Blackboard.
- 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 (Introduction with the research question and hypotheses; Methodology, including all mathematical formulas and explanation of data; Results; Interpretation of results; Conclusions). 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.
- 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. Why? 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 I grade it.

- **I do not give incompletes.** You will receive the grade you have earned by the last day of class.
- The only students who will be eligible to request a grade of Cr/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 situation arises that may result in the late submission of an assignment, please let me know as soon as possible via email.
- Email Policy: I do check my email regularly. You may occasionally receive a response from my personal email if I respond via my cellphone. That email is mamaninja1@gmail.com (I’m a 2nd degree black belt in Tae Kwon Do). However, I do expect professional respectful communication via email. I am not your buddy or your Facebook friend; I am your professor.

**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.

**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.

**Weekly topics:**

Week 1a: Introduction to Population Geography
Week 1b: Structure of the Population
Week 2a: Population Growth Through Time
Week 2b: Population Projections
Week 3a: Changing Death Rates
Week 3b: Fertility/Life expectancy
Week 4a: Midterm
Week 4b: Intro to Migration

**Spring Break March 25-April 2**

Week 5a: Migration Theories
Week 5b: Immigration to the US: The Early Years
Week 6a: Immigration to the US: Territorial Expansion
Week 6b: Immigration to the US: Reactions to “The Other”
Week 7a: Immigration to the US: Immigration Reform
Week 7b: Immigration to the US: Refugees and Political Asylees

Week 8a: Final Project Wikis go live July 24th
Week 8b: Final exam available for completion between July 25th-July 29th

**Labs:**

Lab I: Reapportionment
Lab II: Your Census Tract
Lab III: Hoover Index
Lab IV: Population Projections
Lab V: Population Momentum
Lab VI: Fertility
Lab VII: Ethnic Change at various scales
Lab VIII: Segregation Index-Index of Dissimilarity
Lab IX: Diversity Index-Entropy Index