

GEOG 3702
Life and Death Geographies: Global Population Dynamics
Spring 2019

Time & Place: Monday/Wednesday 12:45-2:05pm
Caldwell Lab 220
Instructor: Prof. Elisabeth Root
Email: Root.145@osu.edu
Office: Derby Hall 1167
Office hours: Tuesdays 2-3:30p

Course Description:

In the next several years, the total human population of the Earth will reach 8 billion, having grown rapidly from around 500 million in 1500. How did we get here and what is the future of world population growth? Moreover, what have been the consequences for the health and well-being of the average person? How has population growth driven economic development? And how does population growth affect the environment? This course is an introduction to issues in Population Geography, which focuses on the geographic distribution and redistribution of human populations around the world. We will critically examine what population growth/decline/stagnation trends are occurring, where they are happening, who is being affected, and most importantly, why such transformations are taking place. Like many geography classes, this course will *spatially* apply interdisciplinary research from other fields such as sociology, statistics, political science, and ecology. We will examine population patterns at several scales (global, national, urban/rural) for a variety of countries around the world.

Learning Objectives:

At the end of this course you will be able to:

- 1) Explain the arguments and assumptions of dominant theories of population change.
- 2) Compare, contrast, and evaluate the soundness and applicability of these theories.
- 3) Understand specific demographic issues and how they contribute to population change.
- 4) Understand the role of place in shaping population dynamics and of population in shaping places.
- 5) Recognize the importance and limits of the role of demography in development and environmental degradation processes.

Course Format:

This course has been designed to foster in-class participation, group discussion, and individual critical thinking expressed in concise, logical writing. It thus requires that you keep up on the assigned readings and work. I have spread the required work roughly evenly throughout the semester. **You are expected to read all the material and do so critically.** A very important part of the class relates to your class participation. I will do my best so you feel you can respectfully voice your views, especially when relevant to the topic under discussion and when informed by what you have read for this course, other classes, and general intellectual pursuits.

Course Materials:

There is no required textbook but a number of required readings. They are all available through the Carmen course website (see class Schedule for required readings for each session). If you have problems, consult me.

Course Requirements and Grading:

The points available for the course are divided among many activities to ensure that no one is excessively penalized for falling down on one particular activity. The final grade will be computed in the following manner:

Activity	Percent	Notes
In-class participation	10%	<i>Weekly participation in discussions, lecture, or office hours</i>
Presentations (2)	10%	<i>Two short presentations on the readings</i>
Neighborhood project	20%	<i>Due mid-semester</i>
In the news project	20%	<i>Due end of semester</i>
Exams (2)	40%	<i>Mix of formats (multiple choice, short answer, essay)</i>
Total	100%	

Presentations (5% each)

Approximately three readings will be assigned each week (usually journal articles) along with a discussion topic. Responsibility for presenting the readings will be rotated among the students but all students are expected to do the assigned readings and to participate in discussion.

Neighborhood project (20%)

In this project, you will select a neighborhood in Ohio that is of interest to you (or some other state you prefer). Maybe it's the town you're from, or a place you like to visit, or maybe somewhere that you'd just like to learn more about. You will identify boundaries for the neighborhood/ community, and then use those boundaries to compile statistical data, preferably census data. The purpose of this project is to gain experience: 1) delineating boundaries for a geographic area (in this case, a neighborhood/community); 2) working with statistical data; and 3) determining how to relate census geography and data to other geographic entities.

In the News project (20%)

The purpose of this project is to read reputable news sources (e.g., The New York Times, The Wall Street Journal, BBC, The Economist, The Atlantic, National Public Radio, TIME, The Christian Science Monitor) and find a conflict that appears to be related to changes in population. The conflict can be a military conflict (e.g., an actual war), but is more likely to be political, environmental, or economic in nature. Many of the world's current conflicts are carried out on the political or economic stage!

Midterm and final exams (20% each)

There will be a mid-term exam during the semester (see Calendar for dates-times) in addition to a final exam. I do not allow students to take early exams unless in the case of extreme, well-documented circumstances: please make your travel plans accordingly (see Class Policies).

Grading Scheme

I adhere to strict percentage guidelines for final grades; grades are rounded and determined to the 1 decimal place.

<u>Percent</u>	<u>Grade</u>
94-100	A
90-93.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
70-76.9	C
60-69.9	D
< 60	E

COURSE POLICIES

Attendance in all classes is mandatory. Consistent attendance is absolutely crucial to success in this class. Attendance will be taken at the beginning of each class session. Excused absences require documented evidence (doctor's note, etc.). **Note that after three (3) unexcused absences, your final grade will begin to drop by a percentage point per unexcused absence!**

Laptop, tablet, and handheld device policy: To avoid distractions not only to you but to your classmates, laptops, tablets, smart phones, and any other devices are **strictly forbidden**. Before class starts, **turn off or set your cell phone on silent/vibrating mode**. Do not engage in any kind of texting or messaging either please. Your participation grade will suffer and I may ask you to leave the classroom if you do it systematically.

Late assignment policy: Except in cases of an unavoidable, well-documented conflict/problem (e.g., documented sickness), I will not give full (or, in some cases, any) credit for assignments turned in late on Carmen by the date/time indicated in the course schedule. Assignments turned in late will be penalized the following way:

If you turn in your assignment...	You will only be able to get ... of the total points
...the same day it was due, but after the time it's due,	90%
...1-3 days after it was due,	80%
...4-6 days after it was due (<i>and</i> before final exam date),	70%
...7 days after it was due (<i>and</i> before final exam date),	50%
...8+ days after it was due (<i>and</i> before the second-to-last week of classes)	33.3%
...on/after the final exam date	0%

Meaning, you can always turn in assignments very late (even at the end of the semester, but they will only be worth 1/3 of their original point value.

UNIVERSITY POLICIES

Disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know if you need to miss class for religious purposes.

Classroom Etiquette: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.