GEOG 3702
Life and Death Geographies: Global Population Dynamics
Spring 2016

Time & Place: Tues/Thurs 9:35-10:55 -- Hayes Hall 025

Instructor: Prof. Elisabeth Root
Email: Root.145@osu.edu
Office: Derby Hall 1167
Office hours: Tuesdays 2-3pm & Wednesday 12-1pm

This course is an introduction to issues in Population Geography, including the study of the basic components of population size/growth and distribution (fertility, mortality, and migration) along with the basics of the mathematics of population change.   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.   In addition to surveying some of the most important topics that contribute to these transformations (e.g. the HIV/AIDS pandemic, urbanization and urban health in the developing world, international migration), we look at specific demographic regimes (most notably, those prevailing previous to and after the Demographic Transition) and their association with disease, development, and the environment.

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. And, yes, you will be learning some of the most fundamental statistical tools in population geography and demography.

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 (see the class Schedule for topics) and how they contribute to population change.
4) Be able to identify, interpret, and understand the magnitude of different demographic statistical measures.
5) Understand the role of place in shaping population dynamics and of population in shaping places.
6) 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 having done so critically**. A very important part of the class relates to your class participation. I will do my best so you feel you can <u>respectfully</u> 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 (plus some optional) 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:

Problem sets (4)	20.0%
Reaction papers (4)	20.0%
Midterm exam	15.0%
Final exam	20.0%
Final project	20.0%
In-class participation	5.0%
Total	100%

Problem sets (20%, 4 problem sets worth 3%, 4%, 5.5%, and 7.5% respectively)

Throughout the course, we will cover the <u>basics</u> of the mathematics of population change. You need not to have previous mathematical expertise beyond high school algebra to understand the logic behind these exercises. You will apply this knowledge by answering four problem sets (note they are cumulative, so Problem Set 4 will include all content from problem sets 1, 2 and 3, so revising these will be an important component of your grade). As stated above, I use a progressive grading scheme in which I give you a chance to get acquainted with the material by lowering the stakes in the first assignment, and weight later assignments more heavily expecting that you will have a better performance in these than in the first one or two (I follow a similar procedure with the reaction papers as well as with the midterm and final exams, as stated below).

In addition, I will ask you to get a hold of certain demographic data. You will have to report it to us along with a citation of the source you obtained it from. **Note that Wikipedia and websites that are not part of organizations systematically collecting these kinds of data, including the CIA, are <u>not</u> acceptable sources.**

Reaction papers (20%, 4 total, worth 3%, 4%, 5.5%, and 7.5% respectively)

You will need to turn in five short essays (3-5 pages, double-spaced, 12 pt. Times New Roman font, 1-inch margins) discussing (i.e., not only summarizing) at least two of the class readings. See separate description and grading rubric for more details.

Midterm (15%) and final exams (20%)
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).

Final project (20%)
For the final project, you will be asked to write an original research paper that uses the IPUMS website to carry out a comparative study of time trends of demographic and socioeconomic characteristics by education, income, ethnicity, race, region or country. The emphasis is on comparison. You may compare different groups in the U.S., different countries, or different regions within a country. You will need to use and manipulate data from the IPUMS in order to analyze your research question and draw your conclusions. The final research paper is due on the Wednesday of the last week of classes. You will also need to turn in a one-page proposal regarding your project before the paper is due (see class Schedule).

Grading Scheme
I adhere to strict percentage guidelines for final grades; <u>I do not round up</u>. The only exception is if you are within 0.2% of a higher letter grade, I will round up **if** your participation grade is 90% or higher.

Percent	Grade
94-100	A
90-93.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
< 60	F

COURSE POLICIES
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.

Classroom behavior expectations: Students and faculty each have responsibility for maintaining an appropriate learning environment. At a very minimum, I promise to start and finish on time. But I also need that you, at a very minimum, come to class on time and not leave or start putting away your stuff until the class is over. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

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 Activities Calendar (if no time is specified, the beginning of class time will be used).

Updates, reviews, and final papers 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 class ends,	90%
…1-3 days after it was due,	80%
…4-6 days after it was due (*and* before final exam date),	70%
…7 days after it was due (*and* before final exam date),	50%
…8+ days after it was due (*and* 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.

Final exam scheduling: If you have three or more exams scheduled for the same day, please contact me **before the end of the end of the 6th week of the semester** to discuss scheduling.