

# Geography 400: Population, Environment, Development

Spring 2014  
TR 2:00 – 3:15 pm  
Bolton B95

**Instructor:** Dr. Kristin Sziarto  
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Bolton 468  
Office hours: Tuesdays & Thursdays  
3:30 – 4:30 p.m. or by appointment



*Cartogram of world population*

## **COURSE DESCRIPTION**

This course introduces population geography to advanced undergraduate students, and graduate students. We will examine how and why aspects of population have been understood as ‘problems’ in different places and times. We will also examine different understandings of the relationship between ‘population’ and ‘the environment.’ To develop this critical geographic approach to population issues, we will examine trends in population, population patterns at several scales (global, national, urban) and the population processes (fertility, mortality, migration) that create them. Further, we will investigate how population processes are shaped by, and engender, larger processes of political, environmental, urban, economic, and cultural change. Topics addressed include:

- The links between population, the environment, economic development, urbanization, and poverty;
- Contemporary debates around population problems at the global, national and local scale: global population growth, population and food, national population declines, public health provision, the HIV/AIDS epidemic, international migration, refugee crises, rural to urban migrations in the less developed world;
- Governments’ policies adopted to address their countries’ population issues—for example, family planning policies, migration policies, economic development policies, and public health policies;
- The gender dimension of contemporary population problems and policies.

In addition, you will learn basic sources, measures, and methods of representation for the study of population, and gain skills and experience in qualitative data collection & analysis, secondary research, writing research reports, and oral presentation.

## **REQUIRED AND RECOMMENDED COURSE MATERIALS**

- ✓ The required course text is Newbold, K. Bruce. 2007. *Six Billion Plus: World Population in the Twenty-First Century*. Lanham & Oxford: Rowman & Littlefield.
- ✓ Nearly all of the other readings for this course will be available to you online. Some are available online directly from the author agencies (like the Population Reference Bureau). The others will be available through the course D2L website. **You need to either print these course readings, or have a digital version already downloaded on a device you have in class that you can access, in order to be prepared for class discussion. Do not plan to download it in class.**

## COURSE PREREQUISITES

Undergraduates wishing to take Geog 400 must have junior or senior standing, and have taken GEOG 105, 110, 114, and/or 215. There are no prerequisites for graduate students.

## LEARNING OBJECTIVES

This is a social science course, designed to prepare you to do research on population issues, whether as practitioners working in government agencies, non-profit organizations, or news media; or as academics. This course will, therefore, also equip you with the critical tools to evaluate assumptions about population that inform current debates about national issues, such as immigration or education funding, and reporting of news events from around the world.

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

- Utilize the basic quantitative, qualitative, and graphic tools of population geographers.
- Gather up-to-date scholarly research on a population issue.
- Explain the arguments and assumptions of dominant theories of population change.
- Compare, contrast, and evaluate the soundness and applicability of these theories.
- Recognize and critique these theories when they appear in popular media.
- Apply some of these tools and theories to the analysis of a population issue.

## COURSE PARTICIPATION AND ASSIGNMENTS

To accomplish the above objectives, we will engage in participatory learning, data analysis, and intensive writing.

**Participatory learning** emphasizes students' responsibility for learning the material, and provides structured opportunities for class discussion and debate. This course uses participatory learning strategies both to develop skills of critical reasoning, and to make the classroom itself a laboratory for critical debate. The core principle of participatory learning follows that of participatory politics: learn by doing. Throughout this term, you will work collaboratively with me and your fellow students to maximize your own and each others' learning. The strategies we will use to achieve this principle include: lecture-discussion format with reading questions distributed in advance so that students will know what to expect; structured small group interaction; peer research teams; peer evaluation of writing; individual research presentations, also with peer evaluation.

**Data analysis** involves relating information, gathered by various means, to social theory—in this class, for example, theories of population. In class you will have the opportunity to work with quantitative data (census data, for example) and qualitative data (e.g. data from fieldwork), and learn to evaluate the reliability of data sources. Through a research project you will learn to collect data relevant to a topic, analyze, and report your findings.

**Writing intensive** teaching emphasizes developing your ability to think critically through the practice of writing. For this course, that means that mid-semester and final exams will test your understanding of key issues in population, and that you will need to master sufficient content to make coherent arguments. There will be several types of writing assignment: discussion preparation briefs, a short research paper

(country study), and a presentation script. Writing assignments will be frequent, sequenced to build skills of comprehension, interpretation and argumentation; your ongoing participation (rather than last-minute cramming) will be necessary to do well in this class. Revision and possibly peer review will be a component of the country study. The UWM Writing Center provides assistance with writing at all levels: see <http://www.uwm.edu/Dept/English/wcenter/>.

## ASSIGNMENTS AND GRADING BASIS

**Undergraduates: Your grade will be determined based on the following assignments:**

- 1) Participation: 10% of your grade

Participation includes asking and answering questions in class, responding to your classmates' comments, and taking an active role in all aspects of the course. Attendance is a component of participation (if you are not in class, you are not participating).

- 2) Discussion preparation briefs: 10% of your grade

You will be required to prepare TWO outlines of assigned scholarly articles with questions for discussion during the semester. **You must submit your discussion briefs to the Dropbox by 11 am on the day of the class session in which the article is to be discussed.** Earlier is great; later will not be accepted. Your discussion questions—along with those of your classmates—will then provide the part of the basis for our class discussion. You will receive your assignments, along with further instructions for preparing the outlines and discussion questions, in the second week of class.

- 3) Country study: 30% of your grade

All undergraduate students will develop, write and present a 'country study': a research paper analyzing the population issues of one country. This research paper will be submitted incrementally: There will be sections on fertility, mortality, and migration. In each of these sections, depending on the country, you may need to address related topics such as economic development, environmental security, and/or citizenship laws. The pieces of the country study will be submitted throughout the semester. You will present highlights of your country study in class near the end of the course.

- 4) Mid-term and final exams: 50% of your grade. Please see the schedule for exam dates.

- 5) Online quizzes: extra credit (value TBA)

You may find it useful to review the course material through quizzes that will be posted on the course D2L site. These will be for extra credit. There will be approximately 7 online quizzes.

### Summary of grading basis for undergraduates:

Participation:	10%
Discussion briefs:	10%
Country study	30%
Exams	
One midterm exam:	25%
Final exam:	25%
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	100%

**Graduate students: Your grade will be determined based on the following assignments:**

- 1) Participation: 10% of your grade. See the description for undergraduates (though I expect graduate quality).
- 2) Discussion briefs: 10% of your grade.
- 3) Mid-term and final exams: 30% of your grade. Please see the schedule for exam dates.
- 4) Online quizzes: extra credit (value TBA)

You may find it useful to review the course material through quizzes that will be posted on the course D2L site. These will be for extra credit. There will be approximately 7 online quizzes.

- 5) Research paper: 40% of your grade

Graduate students should prepare research papers that both address population issues, and advance the students' own research. Students should meet with the instructor to discuss their proposed topic, and should plan to produce a 20-25 page paper.

- Proposal due to Professor Sziarto by midnight on Friday, February 9th
- Zero draft due to Professor Sziarto by midnight on Friday, April 18th
- Presentation in class (dates tba)
- Final draft due to Professor Sziarto by midnight Monday, May 12<sup>th</sup>

- 6) OPTIONAL - Book review: 20% of your grade

In place of the midterm exam, you may choose to write a review of a recently published book on some topic in population studies. You should choose a book on some aspect of population relevant to your research interests. Ideally, this book will be listed by a scholarly journal as needing to be reviewed. You will prepare a review of the book according to that journal's guidelines. This assignment will yield a potentially publishable piece of writing. You should submit **your idea(s) for a book to review (and for which journal) by e-mail by midnight Friday, February 9<sup>th</sup>. *The book review is due via e-mail by midnight (date tba).***

**Summary of grading basis for graduate students:**

Participation:	10%
Discussion briefs:	10%
Research project/paper	50%
Exams	
Midterm exam or	
book review:	15%
Final exam:	15%
	<hr/>
	100%

**Grading Policy**

See the following site for UWM policy on grades and grading:  
<http://www4.uwm.edu/secu/docs/other/S29.htm>

## ***Guide to grades***

93-100%	A	80-82%	B-	66-69%	D+
90-92%	A-	76-79%	C+	63-65%	D
86-89%	B+	73-75%	C	60-62%	D-
83-85%	B	70-72%	C-	0-59%	F

## ***Work load***

This is a 3-credit course. I expect you to work about 2-3 hours outside of class for every hour in class. Since we will spend 2 ½ hours in class each week (with a few exceptions), you can expect to spend approximately 5-8 hours each week preparing for class or working on assignments.

## ***Attendance policy***

Attendance and participation are of paramount importance in this class. You are permitted to miss three classes without an excuse. For each unexcused absence over three, your final grade for participation (see above) will be reduced by five points. Excused absences are limited to family and medical emergencies. If you are more than 15 minutes late for a class, or if you leave more than 15 minutes early, you will be counted as absent.

## ***Penalties for late work***

To be fair to students in the course who turn their work in on time, *unless a documented medical or personal emergency arises, any work turned in late will be penalized 10% of your grade the first day it is late (from 0-24 hours of the due time/day), and an additional 10% for each 24-hour period thereafter.* Please see me immediately if you know you will have a problem turning your work in on time.

## ***Make-up assignments***

Again in the interest of fairness to all students, you may not reschedule assignment due dates or retake exams unless a ***documented*** medical or personal emergency arises. In the event that you must be absent on the day your assignment is due, you must contact me immediately to reschedule a make-up date.

## ***Classroom conduct***

- In this class, we must work together to create a positive learning environment, and I expect you to *respect the rights of other students to learn.*
- Please come to class on time and stay until the end. If you must come in late or leave early, please avoid distracting other students or disrupting the lecture or discussion.
- Please respect me and your fellow students when we are speaking by not engaging in side conversations with your classmates.
- **Please turn off your cell phone** when you come to class. If you must leave it on for some reason (e.g., in case of family emergency), please set it to “silent” and sit near an exit.
- You may use laptops, PDAs, or other electronic devices in class only to record lecture notes, complete class-related activities, or refer to digital copies of course texts or notes. Please do not use such devices for e-mail, messaging, web-surfing, gaming, or other activities during class.

- At times we will discuss controversial issues in this course, and students in the class will not always be on the same side. Your task is not to “win” debates, and it is certainly not to dismiss some points of view, perspectives, or experiences as incorrect or irrelevant without considering them carefully and critically. On the contrary, you should seek to develop an understanding of the different positions in debates about population issues—including positions that differ from your own—and to challenge your own preconceptions.
- Even if you disagree with points of view expressed by me or your fellow students, as citizens of this class you are responsible for considering different points of view respectfully. I will do the same.

***Academic integrity***

In this course, you will be doing research and presenting your findings (orally and in writing). You will to some extent rely on the previously published work of others, and their work should be properly attributed. Failing to properly cite and/or mark quotations of other’s work is considered plagiarism, and is a violation of academic integrity. If you have questions about how to attribute others’ work, please talk with me. For the UWM policy, see [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm).

***Changes to the syllabus or course schedule***

In the event of disruption of normal classroom activities due to severe weather events, a flu pandemic, or other large-scale phenomena, the schedule or format for this course may be changed. In that event, we will provide you with a revised syllabus that will replace this version.

***Some important administrative dates in Spring semester 2014***

<b>February 3</b>	Last day to add full semester courses or change sections.
<b>February 17</b>	Last day to drop full semester courses without W on record.
<b>March 14</b>	Last day to drop or withdraw from full-term courses.

***Other concerns***

For the University of Wisconsin-Milwaukee’s official policies on disabilities, religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, and grade appeal procedures, please see the following web site: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

**QUESTIONS?**

If you have questions or concerns about the class, please do not hesitate to contact me. I am available during my office hours, by e-mail, or by appointment.

*--Dr. Kristin Sziarto*

## COURSE CALENDAR AND READING/LECTURE TOPICS

Week	Dates	Topic	Reading(s) required for all	Deadlines
1	21-Jan	Introduction; population patterns	No assigned reading.	
	23-Jan	World population problems? Population patterns & measures; Intro to country project	Newbold Introduction (pp. 1-16)	
2	28-Jan	Class cancelled; wind chill warning	Everything until midterm moved one class later	
	30-Jan	Population studies theories and policies 1	<b>→Read the country study assignment carefully!</b>	Quiz 1: syllabus and country study
3	4-Feb	Population theories and policies 2: Malthus to Marx on fertility	Newbold Chapter 1	
	6-Feb	Theories and policies: India, China	Donaldson 2002	
4	11-Feb	Theories and policies: the US (national), the United Nations (international)	Roberts 1997 Introduction and Chapter 2 (outline only Chapter 2)	
	13-Feb	Population and food: Geographies of agriculture, health and food security	Godfray et al. 2010 and responses	Quiz 2: pop theories and policies
5	18-Feb	Population, food, resources: was Malthus right? Environmental security 1	Newbold Chapter 6; Kaplan; Homer-Dixon	
	20-Feb	Environmental security 2: critiques	Hartmann 2001	CS population 'problem' and fertility section due Feb 23
6	25-Feb	Environmental security 3: Geographic research	Bobrow-Strain, Krakowka et al., or Peluso & Harwell	
	27-Feb	Mortality: world trends and urban public health 1	Newbold Chapter 2; Leavitt, <u>The Healthiest City</u> : introduction (skim), chapter 4 (outline)	Quiz 3: Population & environment
7	4-Mar	Mortality: urban public health 2; and infectious diseases, HIV and others	Newbold Chapter 3	
	6-Mar	Review	No new reading.	Quiz 4: Mortality
8	11-Mar	<b>Midterm exam</b>	No new reading.	
	13-Mar	Introduction to migration: <i>Goin' to Chicago</i>	No new reading.	
9	18-Mar	No class (spring break)	No new reading.	
	20-Mar	No class (spring break)	No new reading.	
10	25-Mar	Int'l migration: assimilation and incorporation	Nagel 2002	
	27-Mar	International migration: citizenship and difference	Nagy 2006	CS Env security and mortality sections due Mar 30
11	1-Apr	Int'l migration: transnationalism	Mountz and Wright 1996	
	3-Apr	Migration, environment, economic development	Gray 2010	
12	8-Apr	No class (Geography conference) – catch up on reading; work on country study...	Immigration to US: Newbold Chapter 4; Bloemraad 2006	
	10-Apr	No class (Geography conference) – take the quiz!	No new reading.	Quiz 5: Migration
13	15-Apr	U.S. immigration policy & geography - today	tba	
	17-Apr	Refugees 1: the Geneva Convention	UNHCR 2001, Newbold Chapter 5	Quiz 6: Immigration to U.S.
14	22-Apr	Refugees 2: resettlement, IDPs	Mott 2010	
	24-Apr	Refugees 3: Environmental refugees	Gill 2010	CS migration section due Apr 27
15	29-Apr	Presentations	No new reading.	
	1-May	Presentations	No new reading.	Quiz 7: Refugees
16	6-May	Presentations	No new reading.	
	8-May	Review	Newbold chapter 7	Quiz 8: Population futures
	12 May	<b>Final exam:</b> 12:30 – 2:30 pm, Bolton B95	No new reading.	

*Note: Any item on the schedule above may be subject to change.*