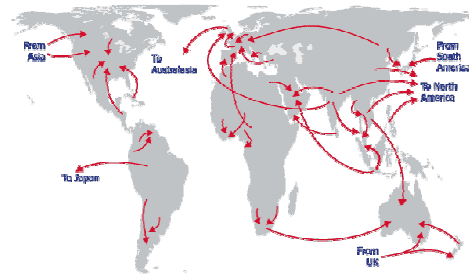


Geography 400: Population Geography (DRAFT 11/30/2010)

Spring 2011
TR 2:00 – 3:15 pm
Bolton B95

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



Global migration flows today

COURSE DESCRIPTION

This course introduces population geography to advanced undergraduate and graduate students. We will examine how and why aspects of population have been understood as ‘problems’ in different places and times. To develop this critical geographic approach to population issues, we will examine 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, economic, urban, environmental, and cultural change. Topics addressed include:

- The links between population, the environment, poverty, economic development, and urbanization;
- 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 at no cost.

- ✓ I also recommend that you purchase the 2010 World Population Data Sheet (<http://www.prb.org/Publications/Datasheets/2010/2010wpds.aspx>) from the Population Reference Bureau, because printouts of this data sheet can be difficult to work with.

COURSE PREREQUISITES

Undergraduates wishing to take Geog 400 must have junior or senior standing, and have taken GEOG 105, 110, and/or 115.

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.
- 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.
- Gather up-to-date scholarly research on a population issue.
- Gather and analyze qualitative data on 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 three types of writing assignment: discussion preparation briefs, an annotated bibliography, and a final research paper. 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. Peer review and revision will be a component of the final research paper. If you are having trouble with writing, see <http://www.uwm.edu/Dept/English/wcenter/> for information about the UWM Writing Center.

ASSIGNMENTS AND GRADING BASIS

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, including but not only the course research project. Attendance is a component of participation (if you are not in class, you are not participating).

- 2) Discussion preparation briefs and discussion notes: 20% of your grade

You will be required to prepare TWO outlines of assigned scholarly articles with questions for discussion during the semester. You will be responsible for distributing your outlines and questions to your instructor and your classmates during each of your assigned class sessions. Your outlines and questions—along with those of your classmates—will then provide the basis for our class discussion. You will receive your assignments, along with further instructions for preparing the outlines and discussion questions, the second week of class.

- 3) Research project and paper: 40% of your grade (details subject to change before 1/25)

All students will develop, write, and present a research paper on a population issue.

Undergraduates will work in collaboration with up to three classmates on one of these population issues in Milwaukee: teen pregnancy, urban agriculture & food deserts, or immigrant & refugee incorporation. I will ask for your preferences at the first class meeting, and assign groups and topics in week 2 of the semester. Together with your group you will produce a 16-20 page paper. Your grade will be based on my assessment of your group's work

and of your individual work, and on peer and self-evaluations of your contribution to your group's project.

- Part 1: Group research plan **due to D2L drop box by midnight Friday, February 11th** (5 points)
- Part 2: Annotated bibliography **due to D2L drop box by midnight on Friday, February 24th** (10 points)
- Part 3: Data **due to to D2L Group Discussion** page by Friday, April 1st (10 points)
- Part 4: Data analysis **due to D2L drop box by midnight on Friday, April 22nd** (10 points)
- Part 5: 10-minute presentation **in class on May 5 or 10** (5 points)
- Part 6: Final draft **due to D2L drop box by midnight Monday, May 16th** (20 points)
- Part 7: Peer- and self-evaluation of performance in course research project **due to D2L drop box by midnight, Tuesday, May 17th** (bonus, 5 points)

Graduate students should meet with the instructor to discuss their proposed topic, and should plan to produce a 20-25 page paper.

- Proposal due to D2L drop box by midnight on Friday, February 11th
 - Annotated bibliography due to D2L drop box by midnight on Friday, February 24th
 - Draft due due to D2L drop box by midnight on Friday, April 22nd
 - Final draft due to D2L drop box by midnight Monday, May 16th
- 4) Mid-term and final exams: Undergraduates – 30% of your grade; Graduates – 15% or 30% of your grade. **Please see the schedule for exam dates.**
- 5) {Graduate students only} **OPTIONAL** - Book review: 15% 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 11th.** *The book review is due via e-mail by midnight Friday, March 18th.*

- 6) Online quizzes: extra credit

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 available for you to take during the semester.

Summary of grading basis:

Participation:	10%	
Discussion briefs:	10%	
Research project/paper	40%	
Exams		
One midterm exam:	15%	(or for graduate students, one book review)
Final exam:	20%	
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	100%	

Grading Policy

See the following site for UWM policy on grades and grading:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/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. If you anticipate missing numerous class sessions during the semester, I recommend waiting until next year to take the course. 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/osl/dean/conduct.cfm>.

Accessibility

I am committed to making this course accessible to all enrolled. If you need certain accommodations because of physical ability, financial limitations, or UWM technology, please contact me as soon as possible. I will assist you directly or help you find the services you need on the UWM campus. I am happy to work with the Student Accessibility Center with respect to your learning accommodations. See <http://www4.uwm.edu/sac/> for the services provided by the SAC.

Other concerns

If you have questions or concerns about the class, please do not hesitate to contact me. There is no extra credit available for this course.

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>.

COURSE CALENDAR AND READING/LECTURE TOPICS

Week	Dates	Topic	Reading(s)	Due dates
1	25-Jan	Introduction; population patterns	No assigned reading.	
	27-Jan	World population problems? Population patterns & measures	Newbold Introduction (pp. 1-16) →BRING 2008 World Population Data Sheet!	
2	1-Feb	Population studies paradigms; Intro to qualitative research project	→BRING 2008 World Population Data Sheet!	
	3-Feb	Population theories and policies 1: Malthus, Marx and more on population, poverty, and environment	Malthus, chapters I, II and X; Godwin volume 2 book VIII chapters I, III and IX; Simon (D2L)	Quiz 1: syllabus
3	8-Feb	Theories and policies: China	Newbold Chapter 1; Hesketh & Xing 2005; Tatlow NYT 2010	
	10-Feb	Theories and policies: India	Donaldson 2002	
4	15-Feb	Theories and policies: US	Roberts 1997, Chapter 2	
	17-Feb	Undergraduates: research day Graduates: seminar day	TBA (fertility: Hugo PiHG, Christopher on SAfrica census, Greenhalgh 1994, plus one)	Quiz 2: Pop theories & policies
5	22-Feb	Population and food: Geographies of hunger	Newbold Chapter 6; Hildyard 1996	
	24-Feb	Population and food: was Malthus right? Geography of the 2007-8 food crisis	Washington Post series 2008; McNeil, Krugman, Bradshaw&Martin, Tachibana	RP annot bib entries due
6	1-Mar	Mortality: world trends and urban public health 1	Newbold Chapter 2; Leavitt, <u>The Healthiest City</u> , Chapter 4: Garbage	
	3-Mar	Mortality: urban public health 2	Satterthwaite 2003	Quiz 3: Pop & food
7	8-Mar	Mortality: HIV	Newbold Chapter 3	
	10-Mar	Undergraduates: research day Graduates: seminar day	TBA (mortality/morbidity)	Quiz 4: Mortality
8	15-Mar	Review	No new reading.	
	17-Mar	Midterm exam	No new reading.	
9	22-Mar	No class (spring break)		
	24-Mar	No class (spring break)		
10	29-Mar	Introduction to migration	Castles and Miller 2003 Chapters 1 & 2	
	31-Mar	Domestic migration: African and Latin American trends	Potts 2005 ; Gray 2010	RP: data due
11	5-Apr	International migration: citizenship and difference	Nagy 2006	
	7-Apr	Int'l migration: transnationalism	Marcus 2009	
12	12-Apr	No class, work on research report		
	14-Apr	Refugees 1: Well-Founded Fear (119 minutes)	Newbold Chapter 5; UNHCR 2001	Quiz 5: Migration
13	19-Apr	Refugees 2: finish film, discuss	Mott 2010	
	21-Apr	Immigration to the US: Introduction	Newbold Chapter 4	RP analysis draft due
14	26-Apr	Latino migrants in the U.S.: <i>Farmingville</i> Or <i>Fast Food Nation</i>	Bloemraad 2006	
	28-Apr	Discuss film	Burkham 2010 (review Bloemraad)	Quiz 6: Refugees
15	3-May			
	5-May	Undergraduates: research day Graduates: seminar day	TBA (migration & transnationalism: Nagel, ?)	
16	10-May	Presentations	No new reading.	
	12-May	Review	No new reading.	Quiz 7: Transnationalism RP final draft due 15 May

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

→**FINAL EXAM:** Official exam time is {spring 2011 exam schedule not available as of July 2010}