

COURSE SYLLABUS

Instructor:	Matthew Pflaum	Term:	Spring, 2020
Office:	TUR 3126	Class Meeting Days:	M, W, F
Phone:	352-871-0660	Class Meeting Hours:	9:35 – 10:25 am
Email:	mpflaum@ufl.edu	Class Location:	McCarty A
Office Hours:	M [11am-12pm], T [1-3pm], by appointment	Course Credits:	3 hours

I. Course Overview

Welcome to Population Geography! My name is Matthew and I’m looking forward to spending this semester with all of you! This course is a comprehensive national and global survey of population geography concepts, processes, and patterns in which students will learn to work and draw conclusions with actual population data sets. Early in the semester, the course will progress from introductory geographic and historical world population surveys to learning about population data sources and tools, to population distribution and composition concepts, fertility & mortality, internal & international migration patterns, refugees & displaced persons, future population growth, and finally population-related policies. There will be additional and supplementary information about current trends and events in population like refugee crises, over-population, population control, violence, and others. Students will get a chance to do a number of short assignments, labs, and longer essays and group presentations.

Course Objectives

By the end of the course, students will:

- Demonstrate basic understanding of key population geography concepts, patterns, and processes
- Demonstrate competency with population geographic and demographic datasets and analysis methods
- Identify and apply theoretical social science concepts to explain past and current population trends in national & global contexts
- Synthesize various theoretical frameworks and constructs in order to interpret principal causes and impacts associated with population change
- Discover and articulate how a geographical perspective provides a unique lens for observing population patterns and processes through focus on spaces, places, and environmental connections.
- Analyze and interpret geographic population data using case studies that represent important recent and ongoing population trends

II. Student Learning Outcomes

Through the course assignments and exams, students will learn to:

- Identify, describe, and explain key terms, themes, and concepts in population geography and demography
- Download and analyze population geographic data both within the United States and globally
- Write a film review essay that critically evaluates the depiction of population trends and patterns based on the content of the course
- Communicate analysis findings in written, verbal, cartographic, and graphical formats
- Converse intelligently and empathetically about national and international population trends and patterns, recognizing the connections between population geography and the socially and culturally diverse character of the United States.
- Critically evaluate how population trends emerge and contribute to diminished opportunities and the construction of social inequities across different population groups, particularly in the United States.

- Assess potential societal impacts of population policies in the context of diverse cultural issues and contexts, recognizing how varying values and belief systems affect these policy decisions, and how population trends are connected to environmental trends.

III. Materials and Supplies: Laptop Computer

This course will be held in McCarty A, which is a classroom with no computer terminals. Students must provide their own computer on which to work on assignments and exams during and/or outside of class. Any required software will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu> or via computers located in computer labs on the UF campus.

IV. Required Texts and Useful Online Resources

The required text for this course is *Population Geography: Tools and Issues* by K. Bruce Newbold, published in 2017 (3rd Edition). You can get a 30% discount on the book by using the promotional code **STUDENT30** if you order directly from the publisher. One recommended book to use for reference is *Demography: The Study of Human Population* by David Yaukey *et al.* I will likely assign brief news articles and readings for some of the topics in the class (like refugees, migration, etc.). Other assigned academic readings will be available via UF Canvas; a tentative list of additional readings is given below:

DATE	TOPIC	READING	CODE (IN SYLLABUS)
01/10	Demographic transition	Kirk, D. 2010. Demographic transition theory. <i>Population Studies</i> , 50(3): 361-387.	DK2010
02/03	Population change	Tyner, J.A., 2013. Population geography I: Surplus populations. <i>Progress in Human Geography</i> , 37(5): 701-711.	JT2013
02/12	Second demographic transition	Lesthaeghe, R., 2014. The second demographic transition: A concise overview of its development. <i>Proceedings of the National Academy of Sciences</i> , 111(51): 18112-18115.	RL2014
02/14	Trends in Africa	Siervo, M., Grey, P., Nyan, O.A., and Prentice, A.M. 2006. Urbanization and obesity in The Gambia: A country in the early stages of the demographic transition. <i>European Journal of Clinical Nutrition</i> , 60: 455-463.	MS2006
03/13	Undocumented/irregular migration	Anderson, R. 2016. Europe's failed 'fight' against irregular migration: Ethnographic notes on a counterproductive industry. <i>Journal of Ethnic and Migration Studies</i> , 42(7): 1055-1075	RA2016
04/15	International development	Cernea, MM. 1990. Poverty risks from population displacement in water resources development. <i>HIID Development Discussion Paper</i> , No. 355 (55), Harvard University, Cambridge, MA. Sorensen, C. 2000. Alebu: Eritrean refugees return and restore their livelihoods. <i>Risks and Reconstruction: The World Bank</i> . Partridge, WL. 1989. Involuntary resettlement in development projects. <i>Journal of Refugee Studies</i> , 2(3): 373-384.	
04/17	Violence	TBA	
04/19	Student-led/TBA	TBA	

List of suggested readings that are relevant to course content. Other recommendations will put on Canvas during the semester:

1. Glaesar, E. 2011. *Triumph of the City: How our greatest invention makes us richer, smarter, greener, healthier, and happier.* Penguin Books.
2. Morland, P. 2019. *The Human Tide: How population shaped the modern world.* Public Affairs.
3. Mumford, L. 1972. *The City in History: Its origins, its transformations, and its prospects.*
4. Malthus, T. 1999 (first published 1798). *An Essay on the Principle of Population.* Oxford University Press.
5. Bacci, M.L. 2006. *A concise history of world population.* Blackwell Publishers.

V. Course Format, Activities, and Basis for Evaluation

The class will meet three times per week for lectures, discussion and group learning activities, and to work on assignments. **I will be away at the annual AAG conference from April 6th-10th, but class will continue per usual.** Lecture presentations will be made available to students via Canvas on before class begins. This will give students the opportunity to download the presentation to their own laptop and write notes directly into the file during the presentation. Readings will be assigned from the required textbook and additional scholarly papers. Students are expected to read and study the materials prior to the class period in which they will be discussed – I've tried to make manageable amounts of reading for each day, usually less than 10 pages. Some sessions will require heavier reading loads (03/13, for example), so please plan in advance. The class participation component is a large portion of the course grade and will consist of attendance and active engagement in discussions and group learning activities. A few of the final days of class will consist of a student-led discussion on a topic selected by students on January 13th. There will be a number of special topics at end of term as well. I am available for office hours each week, so please send an email or come visit if you have questions/concerns. There will be two exams, a midterm and a final exam; they will both be closed book and will consist of multiple choice, short answer, and essay questions. There will be six (five highest grades counted) short, data-driven assignments which will be due every 1-2 weeks. There will be two essays: One longer country essay assignment; and one shorter paper/essay about refugees, IDP's, and immigration. The second one will be prepared in a group and presented in a group to the class.

Evaluation and Grading

I. Class Participation – [5% of total grade]:

Class participation will be evaluated on the basis of both attendance and participation in class discussions and group activities. Students may be excused from absences with appropriate documentation according to the university policy (more information provided in Section VIII below). Group learning activities in varying formats will be used to facilitate peer to peer interaction and will complement the lecture materials. Please come to class prepared, having done the assigned reading, with a positive and eager attitude, and eager to participate and learn!

II. Assignments [8% each; 40% of final grade]: Due 01/15, 01/24, 01/31, 02/10, 02/21, and 03/09

There will be 6 assignments which will amount to 40% of the final grade [8% each]. The grade will be determined using the best 5 grades out of the 6 assignments, with the lowest grade being dropped. Lab assignments will generally be due 4-7 days after they are assigned. The assignments will typically require students to work with population geography data in the form of maps, graphs, and tables. The assignments will be based upon the sections at the end of each textbook chapter entitled "Methods, Measures, and Tools." The software/program that will be used is called **GeoDa**. It is free and publicly available. Download it onto your personal computer in advance. Each assignment will require some calculations using data, as well as interpretation and communication of the results in paragraph format.

III. Country Report Essay [15% of final grade]: Due March 27th

Students will select one developing country [<https://icqi.org/developing-countries-list/>] and write a 1500-3000 word paper (properly referenced/cited throughout with academic/peer-reviewed articles). The paper should analyze and examine issues related to demographics, migration, population growth and some of these on outcomes of health, nutrition, life expectancy, economics, education, etc. Select a few key issues to discuss and justify why you selected this. Try to integrate some of the lessons we covered in class. Make sure you give sufficient evidence and data (that is cited) related to your key issues. Finally, propose some policy recommendations (that you think of yourself and/or find in the literature) to address some of these issues. The report should have the following sections: Introduction, background, data and key issues, discussion, policy recommendations, references.

IV. IDP/Refugees/Immigration Paper – Group project [10% of final grade]: Due April 13th

Students will use the materials presented from 03/30 to 04/10 to write a paper about the topic of internally-displaced peoples, refugees, and immigration. Students must choose one of the three topics, find a current event/issue about one of the three. They should discuss factors contributing to the issue and use materials from class covered on the above dates as well as outside materials. They should prepare an 800-1500 word paper/essay about the issue as well as a brief (5-10 slides) Powerpoint to present to the class when the paper is due on April 13th. The topic should be approved by the instructor and any questions with preparation should be asked to the lecturer. Should be done in groups of 2-3. Everybody must contribute equally and present together.

V. Exams [15% each; 30% of final grade]: Midterm [February 27th] & Final [April 28th]

In total, the two exams will account for 30% of the final grade, 15% each for the Midterm and Final exams. The exams will be administered in class and will consist of multiple choice, short answer and essay questions. The exams will be closed book/notes, and the Final will only include topics from the second half of the course.

Assignments and Exams	Percent of Final Grade
Class Participation & Attendance	5%
Assignments x5 [8% each]	40%
Country report due	15%
IDP/Immigration Paper	10%
Exam #1: Midterm	15%
Exam #2: Final (not cumulative)	15%

Grading Scale (%)	
92.5 – 100	A
89.5 – 92.4	A-
86.5 – 89.4	B+
82.5 – 86.4	B
79.5 – 82.4	B-
76.5 – 79.4	C+
72.5 – 76.4	C
69.5 – 72.5	C-
66.5 – 69.4	D+
62.5 – 66.4	D
59.5 – 62.4	D-
< 59.5	E

VI. Important Dates to Remember¹: The due dates below are tentative and can be changed at the discretion of the instructor.

Semester Begins	MON, Jan 6 th , 2020
First Day of Class	MON, Jan 6 th , 2020
Drop/Add Ends	FRI, Jan 10 th , 2020
<i>*No Class – Labour Day*</i>	MON, Jan 20 th , 2020
Midterm Exam	MON, Feb 27th, 2020
<i>*No class – Spring Break*</i>	Feb 29 th – Mar 7 th , 2020
Country Reports Due	FRI, Mar 27th, 2020
IDP/Refugees/Immigration Paper Due	MON, Apr 13th 2020
Reading Days	Thurs-Fri, Apr 23-24 th , 2020
Final Exam	Tue, Apr 28th, 2020
Fall 2019 Grades Visible on https://one.uf.edu/dashboard/	Wed, May 4 th , 2020

VII. Weekly Topic Schedule, Assignments, and Exams (Schedule is provisional and subject to change). *Those in italics are articles, book sections are in bold.*

DATE	DAY	CLASS TOPICS & ASSIGNMENTS	READ BEFORE CLASS
Jan 6	M	Course Introduction	None
Jan 8	W	Population Geography: An Introduction	Newbold 2017, pp 1-13
Jan 10	F	World Population: Historical trends and demographic transition theory	Newbold 2017, pp 15-25 <i>DK 2010</i>

¹ I will be away for the AAG conference April 6-10, but class will continue per usual with guest lecturers. All work should still be done in terms of reading and working on the immigration paper that will be presented on the 13th. Any questions about this should be done in advance or emailed to me during that week.

Jan 13	M	World Population: Future Scenarios ***Vote on student student-led topic***	Newbold 2017, pp 25-36
Jan 15	W	World population: Estimates & Projections; ASSIGNMENT #1	Newbold 2017, pp 36-39
Jan 17	F	Population data: Types and sources	Newbold 2017, pp 41-48
Jan 20	M	*Labor Day: No class*	
Jan 22	W	Population Data: US Census & American Community Survey	Newbold 2017, pp 48-55
Jan 24	F	Population Data: Working with Data; ASSIGNMENT #2	Newbold 2017, pp 55-58
Jan 27	M	Population Distribution & Composition: Density, Gender, & Age;	Newbold 2017, pp 59-66
Jan 29	W	Population Distribution & composition: Case Studies	Newbold 2017, pp 66-76
Jan 31	F	Population Distribution & Composition: Life Tables; ASSIGNMENT #3	Newbold 2017, pp 76-79
Feb 3	M	Theories of Population Change	<i>JT 2013</i>
Feb 5	W	Fertility: Patterns & Future Implications	Newbold 2017, pp 81-93
Feb 7	F	Fertility: Case Studies	Newbold 2017, pp 93-101
Feb 10	M	Fertility: Measures of Population Fertility; ASSIGNMENT #4	Newbold 2017, pp 101-102
Feb 12	W	Unions & Households: Second Demographic Transition	<i>RL 2014</i>
Feb 14	F	Urbanization and obesity: The Gambia	<i>MS 2006</i>
Feb 17	M	Mortality: Population Segment Differences	Newbold 2017, pp 103-116
Feb 19	W	Mortality: Diseases & Morbidity	Newbold 2017, pp 116-130
Feb 21	F	Mortality: Measuring Mortality; ASSIGNMENT #5	Newbold 2017, pp 131-132
Feb 24	M	***Midterm Exam***	
Feb 26	W	Internal Migration: Why Do People Migrate?	Newbold 2017, pp 133-145
Feb 28	F	Internal Migration: Migration within USA	Newbold 2017, pp 145-153
Mar 2	M	*Spring Break: No class*	
Mar 4	W		
Mar 6	F		
Mar 9	M	Internal Migration: Measuring Migration; ASSIGNMENT #6	Newbold 2017, pp 154-155
Mar 11	W	International Migration Flows: Theories & Impacts ***Country report topic due***	Newbold 2017, pp 157-170
Mar 13	F	International migration flows: Undocumented/irregular migration	Newbold 2017, pp 170-185 <i>RA 2016</i>
Mar 16	M	International Migration Flows: Counting Immigrants & Emigrants	Newbold 2017, pp 185-187
Mar 18	W	Refugees & Internally Displaced Persons: Definitions	Newbold 2017, pp 189-198
Mar 20	F	Refugees & Internally Displaced Persons: Current & Future Crises	Newbold 2017, pp 198-211
Mar 23	M	Refugees & Internally Displaced Persons: Counting Refugees & IDPs	Newbold 2017, pp 211-212
Mar 25	W	Cities: Defining Urban & Brief History	Newbold 2017, pp 213-221
Mar 27	F	Cities: Planning for Future Growth ***Country Reports Due***	Newbold 2017, pp 221-230
Mar 30	M	Cities: International comparisons of urbanization	Newbold 2017, pp 230-231
Apr 1	W	Population policies: Immigration, migration, and fertility ***Start IDP/Immigration paper*** [due Apr 13]	Newbold 2017, pp 233-242
Apr 3	F	Population policies : Case studies	Newbold 2017, pp 242-251
Apr 6	M	Population policies : Policy evaluation	Newbold 2017, pp 252-253
Apr 8	W	Population growth : Resource scarcity	Newbold 2017, pp 255-267
Apr 10	F	Population growth: Conflict & Geography's contributions	Newbold 2017, pp 267-282
Apr 13	M	***Immigration paper/presentation due***	Present/share in class

Apr 15	W	Special topic 1: International development & Population	To be assigned
Apr 17	F	Special topic 2: Violence & Population	To be assigned
Apr 20	M	Special topic 3: Student selected (will vote on topic Jan 13)	To be assigned (by students) Student-led discussion
Apr 22	W	Review day	Review material for final, final questions
04/23-24	Th-F	Reading days; No class or Assignments	
04/28	T	Final exam: Room TBA	

VIII. Course Policies: Attendance, Make-Ups, and Grades

Attendance: Students are expected to attend each and every class period. Absences can be excused with proper documentation according to university policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late Work: All assignments submitted after their respective deadlines will be assessed a penalty: ten percentage points if one day late, fifteen percentage points for 2-3 days late, and 30 percentage points for 4-7 days late. Assignments will not be accepted if overdue by more than seven days.

Examination Policies and Reading Days: Course policies are consistent with University policies on during-term exams, final exams, reading days, and make-up exams. Students must notify the instructor as soon as possible in case of absence during an exam and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted a reasonable amount of time to make up the missed exam. More details can be found at

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>.

Grade Dissemination: You can access your scores at any time using the Grade function in Canvas. The instructor will post grades within about one week of the due date of each assignment and the mid-term exam.

Grading Policies for Assigning Grade Points: Information on current UF grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

IX. Course Policies: Technology and Media

Email: Each of you has a UF email address. It is vital that you maintain an active UF email account and that you **check it often**. This tentative syllabus is **subject to change**, and any changes will be transmitted to you via your UF email account and Canvas (see below). Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. On holidays or weekends, expect a response on the next business day. The instructor will reasonably expect similar time frames for responses to emails sent to students.

Canvas: Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through Canvas (<https://elearning.ufl.edu>). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account in order to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP(4357) or helpdesk@ufl.edu.

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Recordings and Notes: It is not permitted to sell notes or recordings from this class without written consent of the instructor. Nor are students permitted to disseminate recordings of the instructor lecturing or post copies of assignments or exams on the internet.

X. Course Policies: Student Expectations

Disabilities Statement:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Conduct Policy: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

XI. Campus Resources for Students:

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or email to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <http://www.crc.ufl.edu>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints, https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Health and Wellness Resources

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member

can reach out to the student.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 352-392-1161. More information on resources to help students with sexual violence issues at www.umatter.ufl.edu/sexual_violence

Sexual Harassment, Information on UF policies, awareness, reporting, and counseling at www.hr.ufl.edu/manager-resources/policies-2/sexual-harassment/

Counseling and Wellness Center, <http://counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;

University Police Department, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>