

**NOTE:** This course complies with all UF academic policies. For information on those policies and for resources for students, please see UF's "[Academic Policies and Resources](#)" web page.

## COURSE SYLLABUS

*Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.*

Instructor:	Debjani Das	Term:	Fall 2025
Office:	TUR 1215 (Grad lab)	Location:	Online/UF Online
Email:	<a href="mailto:debjanidas@ufl.edu">debjanidas@ufl.edu</a>	Credit Hours:	3
Office Hours:	Wed 2pm-5pm (Or by appointment)	Gen Ed:	Yes

### i. Course Overview

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 and mortality, internal and international migration patterns, refugees and displaced persons, future population growth, and finally population-related policies. This course is offered in an asynchronous fully online format. Please see Section V on Course Format below for more details.

#### Prerequisites

Prereq: Sophomore standing or higher.

### 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

At the end of this course, students will be expected to achieve the following learning outcomes in content, communication, and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the subject area.*

- 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 an essay that critically evaluates the depiction of population trends and patterns based on the content of the course.
  - 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.
  - Achievement of this learning outcome will be assessed through 10 assignments, an essay, and a final assessment.
- **Communication:** *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.*
    - Write an 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.
    - Achievement of this learning outcome will be assessed through class discussions, group activities, 11 written assignments, and a film review essay.
  - **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.*
    - Write an essay that critically evaluates the depiction of population trends and patterns based on the content of the course.
    - 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.
    - Achievement of this learning outcome will be assessed through 10 active learning discussions, 4 lab assignments, 4 quizzes, and an essay.

### iii. Required Texts

Newbold, K. Bruce (2017). *Population Geography: Tools and Issues* (3<sup>rd</sup> Edition)

Additional assigned academic readings will be available via Canvas.

### iv. Additional Resources

For several assignments in the course, we will be working directly with spatial data. To do this, we will use an application called **GeoDa**. It is free and publicly available [at this website](#), where you can also find documentation and user guides. It is strongly recommended that you download GeoDa onto your personal computer in advance, if possible.

Other 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 UF campus.

### v. Course Format

Location: Online

Course Website: <http://elearning.ufl.edu>

This course uses a combination of web-based video material/lectures, online student discussion and reflection activities, and assigned readings. In addition to the required textbook readings, you will be responsible for reading articles provided by the instructor. All supplemental readings are available through the Canvas course website. Note that Canvas works best in Google Chrome web browser.

### vi. Assessments

#### **Active Learning Discussions 15% of final grade**

Active Learning Discussions provide an opportunity for students to discuss course topics amongst one another and to demonstrate critical thinking and acquired knowledge. Discussions will be prompted by specific questions provided by the instructor on the discussion board and in the "Assignments" section of the module overview page. That said, it can also be a space for free expression of questions, ideas, and other reactions to the learning materials.

The discussion will require both an initial post responding to the discussion prompt and a response to a classmate's post. Students should be proactive and respond to the discussion prompt early to provide time for their classmates to contribute to the discussion before the deadline. Liking posts and multiple responses (i.e. conversations!) are encouraged.

#### **Module Lab Assignments 35% of final grade**

There will be 4 quizzes and/or lab assignments which will amount to 35% of the final grade (8% each). Lab assignments will typically require students to work with population geography data in the form of maps, graphs, and tables. You will have to use Excel extensively, especially for the early labs. The labs will be based upon the sections at the end of each textbook chapter entitled "Methods, Measures, and Tools." Each lab assignment will require some calculations using data, and may occasionally call for interpretation and communication of the results in paragraph format.

#### **Quizzes 15% of final grade**

Quizzes will be available during the last three days (72 hours) of each module. Once you start, you will be given a 1-hour time period to complete the quiz. Only one attempt will be allowed. Quizzes will consist of multiple choice and short answer questions derived from the readings and lectures for the module. Please note that make-up quizzes will be granted only under serious, documented circumstances. I am willing to work with you, so please reach out as soon as you are able!

#### **Country/Region Report Essay 15% of final grade**

Students will select one country or sub-region (start with this list if you need ideas: <https://icqi.org/developing-countries-list/>) and write a 1,000-2,500 word essay. The paper should analyze issues related to demographics, migration, population growth, and/or other topics covered in the course and their effects on outcomes related to health, nutrition, life expectancy, economics, education, and areas of interest relevant to your field of study. Select a few key issues to discuss and justify your selection of issues. Finally, propose policy recommendations that address your key issues or assess the suitability of policy

recommendations you find in the literature. Be sure to provide sufficient evidence and data – papers need to be properly referenced and cited throughout with academic, peer-reviewed articles. Credible news reports and investigative journalism pieces are acceptable sources as well but must supplement your academic sources.

#### **Film Review & Discussion                      10% of final grade**

The instructor will choose a film to review as a class that relates closely to topics covered in the course. After watching the film, students will submit a brief discussion post (no more than 300 words) in Canvas sharing their reflections, critiques, and analysis. Students will also be required to submit at least one response to a classmate's post. Additional details and instructions will be provided during the semester.

#### **Exams    10% of final grade**

The Final exam will account for 10% of the final grade. The exam will consist of multiple choice, short answer, and possibly essay questions, and like the quizzes, must be taken during a specified 72-hour window. The Final will be cumulative, and students will have access to a study guide and the opportunity to participate in a review session.

Assignments and Exams	Percent of Final Grade
Active Learning Discussions	15%
Module Lab Assignments	35%
Country/Region Report Essay	15%
Film Review & Discussion	10%
Lecture Quizzes	15%
Final Exam	10%

#### **vii.                      Grading Scale**

The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>). In accordance, a student's overall performance in this course will be graded as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Point Range (%)	100-94	<94-90	<90-87	<87-84	<84-80	<80-77	<77-74	<74-70	<70-67	<67-64	<64-61	<60
GPA Points	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

**Evaluation and Grading:** A minimum grade of C is required for general education credit.

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

Semester Begins/First Day of Class  
 Drop/Add Ends  
 No Class Labor Day  
 No Class, Homecoming  
 No Class, Thanksgiving  
**Film Reviews Due**  
 Withdraw Deadline  
**Country/Region Report Essay Due**  
 Final Day of Classes  
 No Class, Reading Days\*  
**Final Exam**

August, 21, 2025  
 August, 27  
 September ,1  
 October, 17-18  
 November 24-29  
**November 06**  
 Fri, April 14  
**December 2**  
 December 3  
 December 5-6  
**December 08- December 10**

ix. **Course Schedule (Subject to Change)**

Due date times are 11:59pm unless otherwise specified.

Module	Theme	Due Date
1	Introduction to World Population	Aug 31
2	Population Data	Sep 07
3	Population Distribution & Composition	Sep 14
4	Fertility	Sep 21
6	Mortality	Sep 28
7	Internal Migration	Oct 5-12
8	Cities & Urbanization	Oct 25
9	International Migration	Nov 1
10	Refugees & Internally Displaced Persons	Nov 16
11	Population Policies	---

**Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Gabriela Hamerlinck ([ghamerlinck@ufl.edu](mailto:ghamerlinck@ufl.edu), [352-294-9051](tel:352-294-9051)). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; [352-392-1308](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).