

**GEO 24100: Population Geography**  
Department of Geography  
Hunter College of the City University of New York

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| <i>Instructor:</i>  | Ramiro Campos  | <i>Term:</i>                | Fall 2018        |
| <i>Office:</i>      | HN 1032 N<br>(The adjunct room)                                | <i>Class Meeting Days:</i>  | Wednesdays       |
| <i>E-Mail:</i>      | <a href="mailto:rcampos@mec.cuny.edu">rcampos@mec.cuny.edu</a> | <i>Class Meeting Hours:</i> | 10:10am – 1:00pm |
| <i>Office hours</i> | Tuesdays, 4 pm – 5 pm  | <i>Class Location:</i>      | HN 1090B-2       |

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**I. University Course Catalog Description**

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This course examines the geographic aspects, interpretation, and analysis techniques of fertility, mortality and migration. This course also examines population growth in relation to resource bases. Finally, this course examines processes and impacts of immigration and urban ethnicity.

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**II. Student Learning Outcomes**

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By the end of the class, learners should be able to:

- 1) Apply insights from population geography, including spatial concepts, geographic methods, and statistical measures, and learn how to compute and analyze them
- 2) Apply insights from population to interpret human impacts on the environment.
- 3) Analyze the spatial distribution of population growth and change.
- 4) Analyze the drivers and implications of population growth and change.
- 5) Evaluate arguments and points of view related to immigration and internal migration; age; race; gender; refugee movements; resource scarcity; conflict.
- 6) Communicate with a range of audiences, with research based on geographic data and literature.
- 7) Compute measures of population growth and change.
- 8) Create demographic profiles of different places at different scales around the world, in particular:
  - a. Use Excel to compute demographic measures at multiple scales (national, state, county, census tract)
  - b. Use data from the US Census, the Population Reference Bureau, the National Center for Vital Statistics, and other sources to work individually and collaboratively to study demographic change
  - c. Be able to go from a question to a formula, to data, to analysis, to appropriate interpretation, to a formal presentation of results
  - d. Identify and use sources of demographic data, and well as explain data limitations, confidentiality, anonymity, aggregation/disaggregation issues, and appropriate unbiased interpretation of results

### III. Course Prerequisites

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The prerequisites for this course are GEOG 201 or GEOG 202, or the instructor's permission.

### IV. Required Texts and Materials

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There will be no textbook required for this course.

### V. Supplementary Materials

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There will be supplementary material gathered from publicly available internet sources such as the US Census Bureau. Please check Blackboard for all quizzes and assignments.

### VI. Basis for the Final Grade

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#### Basis for Overall Semester Grade.

| Assessment  | Percent of Final Grade |
|---|------------------------|
| Six semester quizzes (5% each)                                | 30%                    |
| Ten Lab Assignments (5% each)                                 | 50%                    |
| One non-traditional paper (5-6 pages, excluding bibliography) | 10%                    |
| Final Exam  | 10%                    |
|   | 100%                   |

There will be no extra credit given for this course.

The majority of your semester grade will depend on your attendance and participation in class as this will form the basis of the quizzes and lab assignments. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment. No late assignments will be accepted past the due date. No grades of "incomplete" or IN will be given except in cases of extreme circumstances. A CR/NC grading option is available as per Hunter College guidelines. CR/NC forms must be submitted to the instructor no later than 15 minutes prior to the final exam. I will not accept CR/NC forms once the final exam has begun.

#### *Grading Scale*

The Hunter College grading system is used in this course.

<http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880>

### VII. Grade Dissemination

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Grades will be posted on Blackboard.

### **VIII. Course Policies**

*Academic integrity:* The CUNY academic integrity policy (<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>) prohibits cheating, plagiarism, obtaining unfair advantage, and falsifying records. Students who violate the policy will receive a failing grade.

### **Hunter College Policy on Academic Honesty**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

### **Students with Disabilities**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you need disability-related accommodations for your work in this course, please let me know.

### **Hunter College Policy on Sexual Misconduct**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444) b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) of Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/ab>

### **Communications with the Instructor**

Announcements will be sent to your university email addresses and/or posted on the course Blackboard webpage. Please check Blackboard regularly for updates.

*Email is the best way to get in touch with me, aside from office hours. Please use appropriate email etiquette in all communications (for more info, see <http://www.wikihow.com/Email-a-Professor>). Should you need to contact me, please email me at [rcampos@mec.cuny.edu](mailto:rcampos@mec.cuny.edu), with GEOG 221 in subject line and*

sign your name as it appears in CUNYfirst. I will do my best to respond within 48 hours, with the exception of the weekends, when I might take longer.

### Other important considerations

Grades will be posted on Blackboard. Feedback will be provided on Blackboard or during office hours.

Late submissions are not accepted, unless there is a documented conflict like emergencies or university-sanctioned travel. I may request additional documentation.

Participation is measured through a combination of attendance surveys and my evaluation of your contributions to the classroom conversation. Please show respect for your colleagues by arriving to class on time and prepared to discuss the material.

Technology: You are welcome to use laptops/tablets during lectures. In fact, I might sometimes ask you to bring them for in-class exercises. However, please silence and stow cell phones during class.

### Course Schedule

| Week       | DATE      | Topic   |
|------------|-----------|---|
| Week 1     | August 29 | Introduction to Population Geography            |
| NO CLASSES | Sept 5    | <i>Classes Follow a Monday Schedule</i>         |
| Week 2     | Sept 12   | Structure of the Population                     |
| NO CLASSES | Sept 19   | <i>No Classes Scheduled</i>                     |
| Week 3     | Sept 26   | Changing Death Rates; Fertility/Life expectancy |
| Week 4     | Oct 3     | Population Growth Through Time                  |
| Week 5     | Oct 10    | Political Economy and Population                |
| Week 6     | Oct 17    | Population Projections                          |
| Week 7     | Oct 24    | The US Census                                   |
| Week 8     | Oct 31    | The World Population Patterns                   |
| Week 9     | Nov 7     | The United Nations and Population               |
| Week 10    | Nov 14    | Introduction to Migration                       |
| Week 11    | Nov 21    | Political Economy and Migration Theory          |
| Week 12    | Nov 28    | Change Early US Immigration                     |
| Week 13    | Dec 5     | US Immigration Law and Reforms                  |
| Week 14    | Dec 12    | Refugees, Asylees, Diasporic Communities        |

Tentative Exam Date and Time: December 19, 2018. 10 a.m.

The Final Exam will be cumulative and held in class. Please do not make any travel arrangements until the date has been finalized. There will be no make up exams.