

**Population Geography**  
**GEOG 24100**  
**Fall 2017**

**Course Information:**

- GEOG 24100 Population Geography
- Fully online via Blackboard

**Contact Information**

- Professor Ines Miyares
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- By appointment only
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**Course Materials**

- **There is no textbook for the online section**
- Lecture videos on Blackboard under weekly tabs
- Lab videos on Blackboard under weekly tabs
- Links to datasets on Blackboard under weekly tabs
- How to write a formal lab and create a formal table (In Course Materials tab in Blackboard)
- *Since all work and communication with the class will be done through Blackboard, it is essential that you have the correct active email linked to Blackboard and that you check that email regularly.*

**Course Description**

- Today's world is consumed with questions concerning population growth and change. During this semester, we will explore several critical issues such as the relationship between population growth and development; immigration and internal migration; how age, race and gender affect other demographic processes; and how and why these processes vary around the world.
- Additionally, you will learn to compute measures of population growth and change, as well as how to present these analyses in formal scientific essays.
- Every week you will watch lecture videos, complete short quizzes to help insure that you understood the lectures, and complete online labs that will give you hands-on understanding of the concepts and processes of population dynamics.
- You will work collaboratively online to complete a final group project—a demographic profile of a county that will be assigned to your group—that will pull together all the demographic measures covered in lecture and in labs.
- By the end of the course, you will have an understanding of a variety of demographic measures and will be able to compute and interpret them.
- You will be able to download publically available datasets and use Excel to analyze them
- You will understand the structure of scientific writing and will be able to present your weekly research using this format.

### **Learning Outcomes:**

- Understand the fundamental concepts and methods in population geography/demography
- Apply the scientific method to understanding and analyzing demographic change
- Use Excel to compute demographic measures at multiple scales (national, state, county, census tract)
- 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
- Be able to go from a question to a formula, to data, to analysis, to appropriate interpretation, to a formal presentation of results
- Understand sources of demographic data, and well as data limitations, confidentiality, anonymity, aggregation/disaggregation issues, and appropriate unbiased interpretation of results

### **Requirements:**

- Labs 50%
- Lecture Quizzes 10%
- Final Project: 10%
- Midterm: 20%
- Final: 10%

### **Weekly Assignments:**

- Each week you will watch lecture videos, complete short quizzes that follow each video, and complete the labs for the week. Labs are due by 11 pm on Fridays unless otherwise noted. All labs must be uploaded in a format acceptable by SafeAssign. Do not copy and paste the lab into the dialog box because it will not go through SafeAssign *and* you will lose all your formatting. This will result in losing points on the lab.
- All quizzes are completed on Blackboard. All labs are submitted via Blackboard. Assignments submitted in any other manner or to the wrong link will not be graded.
- Each week is labeled with the week number and topic on the Blackboard buttons on the left panel.
- It is essential that you watch the lecture videos and complete the labs each week in a timely manner. Missing or late labs will also result in significant deductions from your lab grade. Labs comprise 50% of your grade, and skills from one lab help prepare you to complete the next lab. The midterm and final will cover both lecture and lab topics and skills.
- There is a grading rubric attached to each lab so you know in advance exactly what is required. There is a specific table format and a formal lab write-up format you will need to follow. Both of these formats are fairly standard across the sciences and social

sciences, so if you develop these skills, you will be able to use them in other classes and in your professional life. You will find the formats under Course Materials, and your second lab (Week 2) has a video on how to create a formal table in Excel and copy it over into Word. I don't want you to be creative with tables. I want you to develop the skill of developing a professional publication-quality table.

### **Final Project:**

- As a final project, you will be working in collaborative groups through Blackboard to complete a detailed demographic profile of a county assigned to your group. This will pull together the various skills you have learned over the course of the semester. The demographic characteristics you will need to compute are listed under the group project tab in Blackboard. You will be creating a wiki in Blackboard that presents these measures in formal tables, as well as general descriptions of your assigned county. Here you are free to get creative—include maps, graphics, county logos, text—to teach the rest of the class about your assigned county.

### **Grading and Other Essential Policy Information:**

*(I know this seems like a long list of rules, but some of them have been added due to either communications problems in previous semesters or because other students tried to get around the system. Thus, I get a bit more specific each semester. It protects both you and me if you have all the rules up front.)*

- Each lab will be worth 10 points unless otherwise noted (one is worth 15 points, and one is worth 20 points), and has a specified due date noted on Blackboard.
- To earn full credit, you must complete the assignment as given, written in correct formal English, and showing evidence of critical thinking. You must follow the format given under Course Materials (Introduction with the research question and hypotheses; Methodology, including all **mathematical** formulas and explanation of data; Results; Interpretation of results; Conclusions). Interpretations of results **are not** conclusions. Conclusions point back to the original question.
- Excel formulas are NOT to be included in your report. Formulas in words are not mathematical formulas. For example, when completing the Hoover Index lab, the formula I will be looking for is:

$$H = 50 \sum_{i=1}^r |P_i - A_i|$$

Where:

$P_i$  = Population of Subunit  $\div$  Total Population and

$A_i$  = Area of Subunit  $\div$  Total Area

- All tables are to be completed in the format given under Course Materials.
- There will be significant deductions in points given for late assignments unless you have given me an **excellent documentable** excuse.
- Emailed labs will not be graded. Labs submitted anywhere other than in the appropriate assignment folder will not be graded. Why? The grading rubric and the grade book are linked to the Assignment. This way there is a time-date stamp for each assignment and you receive your grade as soon as I grade it.

- ***I do not give incompletes.*** You will receive the grade you have earned by the last day of class.
- The only students who will be eligible to request a grade of Cr/NC at the end of the semester are those who have completed **ALL** assignments (including every quiz) in a ***timely manner*** (that is, each one ***on its due date!***).
- If a documentable emergency situation arises that may result in the late submission of an assignment, please let me know as soon as possible via email.
- Email Policy: I do check my email regularly. However, I do expect professional respectful communication via email. I am not your buddy or your Facebook friend; I am your professor.

### **Hunter College Policy on Academic Integrity**

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 the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

### **ADA Policy**

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 have a documentable disability or condition that makes it impossible to complete an assignment as written, please contact me immediately so an alternative can be arranged.

### **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](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) of Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto: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/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

## **Syllabus Change Policy**

- Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- If changes are made to the syllabus, I will notify you via email through Blackboard. It is essential that you have your correct email linked to your Blackboard account and that you check your Hunter or other Blackboard-linked email regularly. Bounced emails will not be an acceptable excuse for not being aware of changes or any other communications to the class.

### Weekly topics:

Week 1:	Introduction to Population Geography
Week 2:	Structure of the Population
Week 3:	Population Growth Through Time
Week 4:	Population Projections
Week 5:	Changing Death Rates
Week 6:	Fertility/Life expectancy
Week 7:	Midterm
Week 8:	Intro to Migration
Week 9:	Migration Theories
Week 10:	Immigration to the US: The Early Years
Week 11:	Immigration to the US: Territorial Expansion
Week 12:	Immigration to the US: Reactions to “The Other”
Week 13:	Immigration to the US: Immigration Reform
Week 14:	Immigration to the US: Refugees and Political Asylees
Week 15:	Final Project Wikis go live December 13 <sup>th</sup>
Week 15:	Final exam available for completion between December 14 <sup>th</sup> and December 20 <sup>th</sup>

### **Labs:**

Lab I	Reapportionment
Lab II	Your Census Tract
Lab III	Hoover Index
Lab IV	Population Projections
Lab V	Population Momentum
Lab VI	Fertility
Lab VII	Ethnic Change at various scales
Lab VIII	Segregation Index-Index of Dissimilarity
Lab IX	Diversity Index-Entropy Index