Population Geography
GEOG 241
Spring 2013

Course Information:
- GEOG 241 Population Geography
- Fully online via Blackboard

Contact Information
- Professor Ines Miyares
- imiyares@hunter.cuny.edu (best way to contact)
- Office: HN 1045
- Office Phone: 212-772-5443
- Online Office Hours: Thursday 1-3 or in office by appointment
- Department Office: HN1006

Course Materials
- **Demography: The Study of Human Population, 3rd edition**
  D. Yaukey, D. L. Anderton, and J. H. Lundquist 2007, Waveland Press 1-57766-488-4
- Lecture videos on Blackboard
- Lab videos on Blackboard
- Links to datasets on 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 an online lab that will give you a 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/lecture quizzes   50%
- 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 lab for the week. One lab is more complex and is completed over two weeks.

- All quizzes are completed on Blackboard. All labs are submitted via Blackboard.

- 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.

- Labs are due by Friday 10 pm of each week that they are assigned.

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 present these measures in formal tables, and will present a formal report on the character of the county's population based on the measures you compute.

Grading and Other Essential Policy Information:
- Each will be worth 10 points unless other wise noted (one is worth 15 points, and one is worth 20 points), and will have 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 Information (Introduction with the research question and hypotheses; Methodology, including all mathematical formulas and explanation of data; Results; Interpretation of results; Conclusions).
- Excel formulas are NOT to be included in your report
- All tables but be completed in the format given under Course Information.
- There will be significant deductions in points given for late assignments. No points will be given for an assignment submitted more than a week late unless you have given me an ***excellent*** excuse.
- *I do not give incompletes*. 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 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. You may occasionally receive a response from my personal email if I respond via my cellphone. That email is mamaninja1@gmail.com (I'm a 2nd degree black belt in Tae Kwon Do). 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.

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 *Demography* Ch 1
Week 2:   Structure of the Population *Demography* Ch 2
Week 3:   Population Growth Through Time *Demography* Ch 3
Week 4:   Population Projections *Demography* Ch 4
Week 5:   Changing Death Rates *Demography* Ch 5
Week 6:   Fertility/Life expectancy *Demography* Ch 6
Week 7:   Midterm
Week 8:   Intro to Migration *Demography* Ch 7
Spring Break March 25-April 2
Week 9:   Migration Theories *Demography* Ch 8, **Reading on e-reserves**
Week 10:   Immigration to the US: The Early Years *Demography* Ch 9, **Reading on e-reserves**
Week 11:   Immigration to the US: Territorial Expansion *Demography* Ch 10, **Reading on e-reserves**
Week 12:   Immigration to the US: Reactions to "The Other" **Reading on e-reserves**
Week 13:   Immigration to the US: Immigration Reform *Demography* Ch 11, **Reading on e-reserves**
Week 14:   Immigration to the US: Refugees and Political Asylees **Reading on e-reserves**

May 17:   Last day of class Final Project Due

Week 15:   Final exam Date TBA

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
Lab IX   Diversity Index