Geography 141/241 – Population Geography
Winter 2013

CONTACT INFORMATION
Class: F 3:00- 5:50 PHELPS 142
Lab (when announced): T 5:00- 5:50 ELLISON 3621

Instructor
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NATURE OF THE COURSE
Whether you are concerned with economics, politics, culture, or the environment, population dynamics play a huge role. Following millennia of relative population stability, the human population has exploded to over 7 billion persons. While populations are now decreasing in most of the developed world, the population of much of the developing world continues to swell. What will this mean for political stability in the Middle East, for deforestation in the Amazon, for sustainable economic development in China, for poverty in Africa, for mitigation and adaptation to climate change? These are some of the watershed issues we face. To be better informed about these and other important phenomena, during this course, we will critically examine:
the major concepts and basic tools of demography;
key geographical and historical processes of population change: fertility, mortality, and migration.
the socio-economic, political, and environmental causes and consequences of population dynamics in different world regions and over time (and the potential outcomes of various policy interventions).

COURSE OBJECTIVES
(IF WE ARE SUCCESSFUL IN THIS COURSE YOU WILL...)

Master the language and methods of Demography:
At a basic level: Knowledge and Comprehension
- You are conversant in the basic language and methods of demography. You correctly describe and accurately calculate population projections, age and gender composition, and fertility, mortality, and migration rates. You apply the appropriate demographic methods to questions of population change. You relate key historical and spatial patterns for each of the three major demographic processes.

-Can you do this? Good. You will pass the course!

Analyze and interpret interactions among population dynamics with a critical historical and spatial lens:
At a competent level: Application and Analysis
- You convincingly describe how the three components of population change (fertility, mortality, and migration) interact with each other and with age structure and composition.
You are familiar with examples of population dynamics historically (e.g. the 1800s versus today) and geographically (e.g. Africa versus the United States) and you apply sufficiently advanced critical thinking to formulate reasonable hypotheses regarding when and where key population interactions are likely to occur and how changes in one process may affect changes in another. You provide key examples of the significance of each population change to society.

-Feasible? Congratulations. You have earned a B.

Critically evaluate interactions among human and physical geographical processes and population dynamics across time and space:
At an outstanding level: Synthesis and Evaluation
- You persuasively argue examples in which population processes can cause and be caused by political, economic, and environmental processes. You compellingly predict how demographic and human and physical geographical processes operate differently over time and across space and how changes in one process may affect changes in another. Armed with knowledge culled and critical thinking skills developed during the course you cogently argue how other socio-economic, political, and ecological processes (possibly not covered in class) may relate to the three pillars (fertility, mortality, and migration) of population dynamics. You propose novel methodological and policy solutions to academic and empirical problems.

-Still with me? If you are successful with the above and you write with strong, clear, logically-structured prose with virtually flawless grammar, you will obtain an A. I believe each of you is capable of earning an A.
HOW WILL WE ACHIEVE THESE OBJECTIVES?
You will not sit passively while I lecture to you during each class period. Rather, several methods will be used during class time to maximize your mastery of the material. These could include:
• Lectures
• Discussions
• Debates
• Presentations
• Quizzes
• Activities
• Written and oral lecture summaries
• Laboratory assignments
• Writing assignments
• Analysis of videos on population

TO OPTIMIZE YOUR SUCCESS IN THIS COURSE YOU SHOULD:
Consistently attend classes and labs
Prepare for class by carefully completing assigned readings
Actively participate in class discussions and activities
Review your notes following each class
Understand course requirements; if unsure, ask.

EVALUATION
• Class participation and attendance are expected — studies indicate they are strongly correlated with course grade.
  • Formal evaluation consists of:
    • 2 Lab Assignments: 20% (10% each)
    • Exam 1 (Mid-term exam): 20%
    • Exam 2 (Final exam): 25%
    • Papers/presentations: A 3-5 pg. double-space max. paper (20%). A several minute presentation of your paper (5%).

  • Attendance/effort/in-class assignments or quizzes: 10%

Class activities (e.g. discussions and debates)
• Be prepared for class activities.
• Share and explain your opinions.
• Don’t dominate; be fair about the amount of time you take to speak.
• Back up your arguments with evidence.
• Disagree politely.
• Listen carefully to other opinions.
• Change your mind when another argument is more cogent than yours.
• Do not hesitate to ask for clarification.
• Make your points succinctly, avoiding repetition, and providing a choice example of your point.

**Class Discussions:**
Successful discussions of papers will be guided by the following questions:

- How does the author conceptualize or frame the topic?
- What model of "science" is used (what is the goal of the enterprise, what sorts of things can be known, what constitutes data, how is data analyzed, what conclusions are drawn?, etc.)
- Why is the topic important to society, to population studies, and to geography?
- How does it relate explicitly or potentially to socio-economic, political, and environmental issues?
- Is the significance of the research problem compelling? Are the research hypotheses and questions novel and answerable? Is the literature review complete and appropriate for the topic? Are research methods symmetrical with the research questions and hypotheses? Are research results significant, novel, and adequately explicated? Does the discussion/conclusion suggest avenues for future research and potential implications of the research to science and policy?

**Lab and Writing Assignments.** I encourage you to seek help at Campus Learning Assistance Services. Writing tutors are available at the CLAS Bldg Building 477 and Building 300 near Girvetz Hall and the Old Gym. Phone: 3269 Web: www.clas.ucsb.edu.

To earn an A on writing and lab assignments do the following:

**Fulfill task requirements.**
- Basic instructions are followed and all tasks and questions are addressed (*It is amazing to me how many people fail to do this!*)

**Use concepts appropriately and creatively.**
- Population is central to your assignment, and historical and geographical examples are used to reach new insight on the subject.

**Synthesize, interpret, and evaluate.**
- You use population concepts to explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

**Organize with logic and clarity.**
- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are
well developed and correspond to the body of the assignment. Topic sentences form the backbone of the work and introduce the body of each corresponding paragraph. Your pose is free of superfluous points and non-sequiturs.

**Display accuracy and conceptual discipline.**
- No conceptual, logical, or organizational errors are apparent. All factual information or opinions not produced independently by you are cited using MLA style.

**Present your work flawlessly (or nearly so).**
- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

**POLICIES REGARDING LATE ASSIGNMENTS, MAKE-UP EXAMS, AND GRADING**
- **Make-ups** may be allowed for excused work not completed—other means may also be devised to evaluate a student’s overall course performance in those cases.
- **Late assignments:** Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.
- **Final Grade:** I reserve the right to alter exam and assignment grades. I pledge not to do so unless necessary and in consideration of the student's best interests.
- **Pass/Fail:** If you are taking the course for Pass/Fail, you MUST receive a minimum grade of a C (NOT a C-) to pass the course.

**READINGS**
No single reading adequately covers the multiplicity of topics covered in the course. For that reason, readings will come from a text, a supplementary book, PRB reports, and from professional journals.

**Required**
- PRB readings assigned in class and updated on the syllabus. These are located at: http://www.prb.org/Publications/PopulationBulletins.aspx?topic=PopulationBasics

**Other Readings**
Other readings will be assigned periodically and will be updated on the syllabus. Usually these will be emailed to you by the TA.

**Additional reading for graduate students.** Students will select an article on which they will take a lead in the discussion – or a pair of students will lead the readings for the week.
## POPULATION GEOGRAPHY (141/241): SCHEDULE Winter 2013

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
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<tr>
<td>Friday 11-Jan</td>
<td>Part I. Introduction to course and to Population Geography</td>
<td>Text chapters 1, 2, 3, 5, &amp; 10</td>
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<td>Part II. Demography Terms</td>
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<tr>
<td>Lab 15-Jan</td>
<td><strong>Module 1. Mortality, &amp; the Epidemiological Transition</strong></td>
<td><a href="http://www.prb.org/pdf06/61.2InfectiousDiseases.pdf">http://www.prb.org/pdf06/61.2InfectiousDiseases.pdf</a></td>
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<td></td>
<td>PRB: Controlling Infectious Disease</td>
<td><a href="http://www.prb.org/pdf07/62.1livelyintroduction.pdf">http://www.prb.org/pdf07/62.1livelyintroduction.pdf</a></td>
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<td><strong>MORTALITY</strong></td>
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<td>Friday 18-Jan</td>
<td>Part I. Mortality Terms &amp; A History of Death and Disease</td>
<td>Text chapters 6 &amp; 7</td>
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<td>Part II. The Epidemiological Transition, Global Mortality &amp; AIDS</td>
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<td>Lab 22-Jan</td>
<td><strong>Module 2. Population Projections, Fertility &amp; the Demographic Transition</strong></td>
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<td><strong>FERTILITY</strong></td>
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<td>Friday 25-Jan</td>
<td>Part I. Fertility Measures</td>
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<td>Part II. Fertility Transition, European fertility history</td>
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<td>Part III. Fertility Transition: Global fertility today and into the future</td>
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<td><strong>MIGRATION</strong></td>
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<td>Friday 1-Feb</td>
<td>Part I. Migration measures &amp; USA immigration history</td>
<td>Text chapters 7 &amp; 11 (or 9 if 10th ed.)</td>
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<td>Part II. US-Mexico Migration</td>
<td>PRB on Urbanization</td>
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<td>Lab 5-Feb</td>
<td>Exam Review</td>
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<td>Friday 8-Feb</td>
<td>Mid Term Exam</td>
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<td><strong>POPULATION, DEVELOPMENT, AND THE ENVIRONMENT</strong></td>
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<td>Friday 15-Feb</td>
<td>Population-environment theories</td>
<td>Text chapters 12 &amp;13 (or 11 &amp; 12 in the 10th ed.)</td>
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<td>Friday 22-Feb</td>
<td>Population, poverty, environment, and policy</td>
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<td>Friday 1-Mar</td>
<td>Population, poverty, health, and the environment: Contemporary examples</td>
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<td>Friday 8-Mar</td>
<td>Presentations and Final Papers due</td>
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<td>Lab 12-Mar</td>
<td>Exam Review</td>
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<td>Monday 15-Mar</td>
<td>Final Exam</td>
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1. Image source: population growth.org