Course Syllabus

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# Summary

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| **Course Title** | GEOG OF POPULATION |
| **Course No.** | GEOG16304 |
| **CRN** | 41836 |
| **Start/End Dates** | September 3, 2019 to December 16, 2019 |
| **Term/Module** | Fall 2019 |

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| --- | --- |
| **Delivery Method** | **Number of Face-to-Face Meetings** |
| Online | 0 |

## Course Description

This course will cover demographics in theory and in action using including fertility, migration, mortality and the effect of culture on each demographic parameter. We will investigate examples from various countries over the course of the semester. Although there are no prerequisites for this section, it is not an introductory level course. There is a good deal of reading and discussions will be focused on the readings and video supplements.

# Instructor

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|  |  |
| --- | --- |
| **Name** | Charles McGlynn, PhD |
| **Email** | mcglynn@rowan.edu  |
| **Phone** | 856-256-4811 |
| **Virtual Office Hours** | Post questions and comments for the instructor to the Office Hours board (in **Discussions** Area). The instructor will respond within approximately 48 hours. For faster or more private correspondence, use email or phone. |

# Objectives

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By the end of this class students will have an understanding of fundamental population theories and the jargon of the field. We explore the rapidly changing dynamics of the world population system. We will sample key historical events and attempt to look ahead to the future as well.

This will be accomplished through assigned readings, videos and discussion questions which will require careful investigation. In addition to the above, there will be weekly assignments, a quiz, a group project, and a final exam.

# Prerequisites

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None

# Materials and Texts

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No text is required, all readings will be assigned via pdf or links

# Schedule

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**The following schedule is tentative and may be changed with prior notification from the instructor.**

|  |  |  |
| --- | --- | --- |
| **Week** | **Start Date** | **Readings, Activities & Assignments** |
| **1****2** | 9/03/19 - 9/09/199/10/19 - 9/16/19 | **Lectures:*** Lecture 1

**Readings:*** Read assignment one (pdf)

 **Discussion:*** DQ 1

**Assignments:*** Assignment 1 due
* Major Assignment 1 introduced
* Major Assignment 2 introduced
 |
| **3****4** | 9/17/19 - 9/23/199/24/19 - 9/30/19 | **Lectures:*** Lecture 2

**Readings:*** Reading assignment two (pdf)

**Discussion:*** DQ 2

**Assignments:*** Assignment 2 due
 |
| **5****6** | 10/01/19 - 10/07/1910/08/19 - 10/14/19 | **Lectures:*** Lecture 3

**Readings:*** Reading assignment three (pdf)

**Discussion:*** DQ 3

**Assignments:*** Assignment 3 (parts I and II) due
* Major Assignment 1 due
 |
| **7****8** | 10/15/19 - 10/21/1910/22/19 - 10/28/19 | **Lectures:*** Lecture 4

**Readings:*** Reading assignment four (pdf)

**Discussion:*** DQ 4

**Assignments:*** Assignment 4 due
* Midterm
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| **9****10** | 10/29/19 - 11/04/1911/05/19 - 11/11/19 | **Lectures:*** Lecture 5

**Readings:*** Reading assignment five (pdf)

**Discussion:*** DQ 5

**Assignments:*** Assignment 5 due
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| **11****12** | 11/12/19 - 11/18/1911/19/19 - 11/25/19 | **Lectures:*** Lecture 6

**Readings:*** Reading assignment six (pdf)

**Discussion:*** DQ 6

**Assignments:*** Assignment 6 due
* Major Assignment 2 Due
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| **13****14****15** | 11/26/19 - 12/02/1912/03/19 - 12/09/1912/10/19 – 12/16/19 | **Lectures:*** Lecture 7

**Readings:*** Reading assignment seven (pdf)

**Discussion:*** DQ 7

**Assignments:*** Assignment 7 due
* **Final Exam**: Covering all course material including text, PowerPoints, quiz, additional readings and videos
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# Assignment Outline

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## Assignments

**Major Assignment 1: Hometown Population Pyramid Comparison Exercise (with assigned partner)**

Population pyramids are a basic tool geographers employ better understand the structure of a given locale’s population. The population pyramid is snapshot look that offers evidence of the past, a profile of the present, and a glimpse of the future for a given population or locale. This exercise will require you to investigate the population composition of two cities. You and your partner will **choose one of your own hometowns** to compare with **a town of the same name from somewhere else in America**. If by chance both of your hometowns have unique names not found anywhere else in a nationwide search, please contact me.

You will need to produce two population pyramids (one for each locale) using data from the US Census bureau. The written portion of this exercise should compare and contrast the population structures of the two locales. These two cities may have significant similarities and/or differences, that you will be asked to investigate and explain within the context of your completed pyramids.

While the population pyramids are solely based on 5 year, age and sex cohorts, your narrative will also reflect on additional parameters such as labor force participation, migration, educational attainment, race and ethnicity and the geography of each locale (climate, physiography, regional population and culture)

**Items to turn in:**

* Two population pyramids.
* Two population structure tables (from the census bureau, these are the actual data tables you used to create your pyramids)
* Two population density maps locating your cities within their respective states and illustrating where people live in each state relative to these cities. You will also need to identify your locale on this map. (An example of Utah’s population density is below)
* Two street maps (one of each city)
* Written narrative (1,500 words) comparing and contrasting the population pyramids and responding to the points above.

**Websites:**

The attached links from the census bureau are where you should get started. You will be looking for age distribution by sex for each city/town in 5 year cohorts as shown in the second link (pdf)

Census Bureau - [http://www.census.gov](http://www.census.gov/)

<https://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf>

<http://www.proximityone.com/chartgraphics.htm>

<http://proximityone.com/chartgraphics/pp34000_2010_001.htm>

The census bureau has made some changes to its website that will make it easier to get the data you'll need to create the population pyramids for your hometown and county.

**Please follow the instructions below:**

**Factfinder.census.gov**

Population and Housing sub-tab General demographic characteristics 2010 census

Add/remove geographies

Put in the first city/town you have chosen

Click “add” and “go” then select “show table”

Go back to Population and Housing

Select subtab General demographic characteristics 2010 census

Select “ok” when its says it will clear your results

Select “add/remove geographies”

Repeat above steps

Once you have saved this data you can create your pyramids in Excel. If you are not conversant in Excel there are plenty of good videos on Youtube including this one:

<https://www.youtube.com/watch?v=2hxUKRo1qQU>

Sample Population density map for Utah:

*This assignment must be typed and submitted electronically in MS Word (.doc or .docx) format. The file must be named in the following format: Lastname\_MajorAssignment#1.doc. Submit your completed document to Major Assignment #1, listed on the Modules and Assignments pages, as a file attachment. This assignment is* ***due by 11:59 PM ET on Monday of Week 3****.*

**Major Assignment 2 – Comparing and contrasting major Asian archipelagos.**

Japan and the Philippines have some major similarities and also stark differences. Your task is to explain where each country came from demographically and where each is headed. What does this mean for their economies? You will need to include supporting evidence from journals, academic papers, news accounts and YouTube video links.

After being assigned a partner your team will research the demographics of both countries. A 3,000 word paper will be required. This is not simply a data set, your paper must include your interpretation of the population information you have assembled covering the past, present and future as is written by its demographic destiny. Include details beyond birth and death rates and life expectancy.

Please answer the following questions in your paper:

* Where (spatially) are people living in each country?
* What do people die of in each country?
* Who migrates to each country (age, sex, country of origin and occupation)
* Who migrates out of each country (age, sex, occupation and destination)
* Are these countries next exporters or importers of people and why?
* Do they also or only send guest workers out on a temporary basis or do people who leave become citizens of their “adopted countries”?
* Does the government in either country take any actions to promote or deter childbirth?
* What do you think these countries will look like (in demographic terms) in 100 years?
* How will these changes in its population be felt economically, politically and culturally/socially?
* What role does religion play in the geographic variability of in and out migration?
* What YouTube selections did you watch and what did you learn from them? (there are amazing news accounts and mini documentaries on the population issues is each country)
* YouTube’s VICE channel and Journeyman pictures are good places to start. You must cite at least two videos for each country.

A sample video is here:

<https://www.youtube.com/watch?v=bcOxMp0akhU>

Your paper must introduce both countries and provide a sense of place. Your conclusions must be thoughtful and well organized and explain the data you have provided. Close by offering an **informed opinion** on which country will be better off 50 years from now **and** why you feel this way.

*This assignment must be typed and submitted electronically in MS Word (.doc or .docx) format. The file must be named in the following format: Lastname\_MajorAssignment#2.doc. Submit your completed document to Major Assignment #2, listed on the Modules and Assignments pages, as a file attachment. This assignment is due by 11:59 PM ET on Monday of Week 7.*

**Discussion Questions**

**Quiz and Exam Policy**

There will be 2 fully online quizzes and or exams in this course. Detailed information is provided in the week in which each exam is administered. Exams must be submitted by their posted due date.

During all quizzes and examinations, students are permitted to use the following resources:

* Textbook(s) by specific title
* Handwritten or typed notes
* Notes on your computer
* Internet access or web sites of any kind other than the Canvas LMS system
* **No** use of mobile phones or other devices other than the device on which you will take the exam

**IMPORTANT REMINDER:** Each student is expected to work on this **individually** and within the confines of the University Academic Honesty Policy (see <http://www.rowanonline.com> for University Policies and details).

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# Grading

**Late work policy**

*Please note:* Any work submitted late during this course will not be graded by the instructor. A grade of zero will be applied once the due date for an Assignment, Discussion, Quiz/Exam has passed. [with possible exception for major extenuating circumstances such as documented, serious, illness on a case by case basis.]

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## Final Grade Breakdown

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| --- | --- |
| **Grading Criteria/Assignment** | **Points/Percentage** |
| Major Assignment 1 -US State population pyramid comparison  | 15% |
| Midterm | 15% |
| Major Assignment 2 – Country Population Project | 20% |
| Participation (Readings and discussions) | 15% |
| Minor Assignments (1-7) | 15% |
| Final Exam | 20% |
| **Total** | **100%** |

## Grading Scale

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | 93 and Up | **C** | 74 – 76 |
| **A-** | 90 – 92 | **C-** | 70 – 73 |
| **B+** | 87 – 89 | **D+** | 67 – 69 |
| **B** | 84 – 86 | **D** | 64 – 66 |
| **B-** | 80 – 83 | **D-** | 60 – 63 |
| **C+** | 77 - 79 | **F** | 59 and Below |

# Rowan Online Standard Policies (addendum)

The current version of Rowan Online Standard Policies, which are an addendum to this syllabus, are found in the [Rowan Online Standard Policies Document](https://docs.google.com/a/rowanonline.com/document/d/198j9dgMhOuwlcUt0d8r-1cjbiI3QhE3Tbq-mJe4kd6Y/edit).

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