

# GEOG 4490 (Special Topics): Geography of Population and Migration

Spring 2017, Tuesdays and Thursdays, 11:00 AM to 12:15 PM, Social Sciences 3023

## Instructor

**Dr. Paul McDaniel**, Assistant Professor of Geography

**E-mail:** pmcdan11@kennesaw.edu \*Preferred method of contact

**Office Phone:** 470-578-4918

**Office Location:** Social Sciences 4051B

**Office Hours:** Tuesdays and Thursdays 1:00-3:00 PM, or by appointment

**Faculty Web:** <http://facultyweb.kennesaw.edu/pmcdan11>

### Email and Classroom Response Times:

I will check my email and D2L messages at least once a day, not including weekends or holidays. Monday through Friday, I will respond to all emails within 24 hours. Over the weekend (starting Friday at 5 p.m.) I will respond to all emails on Monday. Please contact me when you have questions or need clarification.

*The professor reserves the right to revise this syllabus at his discretion.*

## Course Description

Population geography and migration studies are fundamental sub-disciplines of human geography. This course examines key issues that affect population patterns and change at different geographic scales, including demographic change, migration, refugee movement and internal displacement, and ethnic and racial categorization. Case studies are used to understand contemporary issues of population growth, labor migration, refugee resettlement, immigration policy, and transnational identity. Students will gain a theoretical framework to understand local, national, regional, and global population dynamics.

**Prerequisite:** GEOG 1101 or GEOG 1130 or GEOG 2105 or permission of instructor

## Course Learning Objectives

Through this course, students should be able to:

1. Understand and apply the language and methods of population geography, demography, and migration studies.
2. Analyze and interpret interactions among population dynamics with a critical and historical spatial lens through the use of data and maps.
3. Critically evaluate interactions between human and/or physical geographical processes as they relate to population dynamics and migration across space and time.

## Required Texts

The following two books are required reading for this course. Please see the syllabus schedule for specific readings each week throughout the semester.



1. Newbold, K. Bruce. 2013. *Population Geography: Tools and Issues*. Second Edition. Rowman & Littlefield Publishers. ISBN: 978-1-4422-2099-7.
2. Stephen Castles, Hein de Haas, and Mark J. Miller. 2014. *The Age of Migration: International Population Movements in the Modern World*. Fifth Edition. Guilford Press. ISBN: 978-1-4625-1311-6.

Other readings (see syllabus schedule): To add further context to textbook concepts, class discussions, and ongoing current events, a select set of supplemental readings *may* be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available as handouts in class or online via D2L.

## Course Requirements/Assignments/Grading

Grade Component	Points	Percent
Participation	50	10%
Assignments/Activities	100	20%
Research Paper	100	20%
Research Paper Presentation	50	10%
Exam 1 (Midterm Exam)	100	20%
Exam 2 (Final Exam)	100	20%
<b>COURSE TOTAL</b>	<b>500</b>	<b>100%</b>

Final course grades will be assigned based upon the total points from the items above out of 500 total possible points, computed to a percentage according to the grade guideline below.

A = 90-100	D = 60-69.9
B = 80-89.9	F = <59.9
C = 70-79.9	

**Exams (two exams each worth 20 percent of the final course grade):** The exams are non-cumulative and will be multiple choice. Each exam is out of 100 points. Exam #1 covers class discussions and reading from textbook Chapters 1-6. Exam #2 covers class discussions and reading from textbook Chapters 7-12.

**Assignments/Activities (20 percent of total course grade):** Five assignments/activities will be completed either in-class or out-of-class during the semester. The assignments will focus on learning and utilizing tools, methods, and techniques for analyzing data and trends related to issues in population geography and migration. Each assignment is out of 20 points. The total assignments grade for all five assignments is out of 100 points and is 20 percent of the total course grade.

**Participation (10 percent of total course grade):** Active participation in class including attending class (attendance will be taken randomly throughout the semester) and participating in class discussions and all other components of the course is important. Consider our class meetings an assemblage of individuals that is unique and irreplaceable. Irregular attendance not

only hurts a student's course work, but it weakens the class as a whole. If you need to miss a class for a reasonable reason, please let me know via email ahead of your planned absence. If you have an unplanned absence, please let me know about the reason via email as soon as possible when the absence occurs. Students are expected to attend all lectures and class discussions, complete all assignments and exams, and complete assigned readings by the beginning of the week in which the reading is assigned (refer to schedule presented in this syllabus) in order to actively participate in class discussions each week. Class attendance and participation makes up 10% of the total course grade.

**Research Paper and Presentation (30 percent of total course grade. Research Paper is 20 percent of total course grade and the Presentation is 10 percent):** Population geography and migration studies are fundamental subdisciplines of human geography. Indeed, there are several academic journals within geography exclusively devoted to these topics. But within population geography and migration studies, there are many specific topics of interest that may be explored at different geography scales, from the local to the global. For this paper, please choose one specific sub-topic of population geography and migration studies (refer to the sub-topics found in the course textbook table of contents for examples) and explore that topic at the geographic scale of your choice (local, state, national, global) or compare the particular topic across geographic scales.

#### *Research Paper References and Sources Format*

Citations: Use APA style. With the exception of general knowledge, cite the source of all material that is not your own. Here are some basic examples:

In Central Boston, new highways constructed in the 1950s severed old neighborhoods, an example being the North End (Conzen, 1990).

Remember that direct quotes must have a page number:

The US and Canada enjoy a long-standing political boundary, but political issues sometimes “create occasional friction” between the two countries (White, Diamond, Chacko, Scheidt, & Bradshaw 2012 p. 355).

List of Sources: Be consistent. Remember that each citation must be in the bibliography and that each source must be cited at least once. Here are some basic examples:

#### Books

Hart, J. (1998). *The rural landscape*. Baltimore, MD: Johns Hopkins University Press.

#### Journal and magazine articles

Weightman, B. (1996). Sacred landscapes and the phenomenon of light. *The Geographical Review*. 86(1): 59-71.

#### The Web

Elliott, A. (2013). A neighborhood’s profound divide. *The New York Times*. December 11, 2013. Retrieved from <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=3>

Web sources must include the author and/or organization, the title of the article, the issue of the publication (if applicable), and the site address. You will not receive credit for simply giving the site address.

*Grading Rubric for the Research Paper*

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains “The Why of Where”	30 points Paper has a strong spatial focus addressing one or more of the 5 themes of geography.	15 points Paper has somewhat of a geographic focus, could be stronger.	0 points Paper lacks spatial content.
In-Text Citations	15 points All sources listed in the reference list are cited in the text of the paper	7.5 points Some citations are in the text, but not all sources in the bibliography are cited	0 points No citations from the reference list. PAPER WILL BE GRADED “D” OR LOWER.
Reference List	15 points 10+ sources, alphabetized, follows APA format, at least 2 peer-reviewed journals	7.5 points 5-9 sources, needs formatting attention, may or may not have scholarly sources	0 points 1-4 sources, bibliography not alphabetized, poorly formatted
Maps & Images	10 points Paper has 1+ map and 1+ image, both referred to in the text.	5 points Paper has only one map or image, may or not be referred to in text.	0 points No maps, no images.
Proof-reading	10 points 0-9 spelling and/or grammar mistakes.	5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
Length of paper	10 points Paper has 6 or more pages of double-spaced text (Times New Roman 12-point font).	5 points Paper has 4-5 pages of text.	0 points Paper has less than 4 pages of text.
Subheadings (these add focus)	10 points 3-5 subheadings	5 points 1 – 2 subheadings	0 points No subheadings

You will submit your paper via dropbox on D2L. A plagiarism detection device will be used.

## Course Outline

Week	Required Readings/Activities, General Topics	Items Due
<b>Week 1: January 10 &amp; 12</b>	Newbold: Population Geography: An Introduction <ul style="list-style-type: none"> <li>▪ Overview of the course</li> <li>▪ What is population geography and why study it?</li> <li>▪ What is the geographical perspective?</li> <li>▪ Current research themes and contributions of population geographers</li> <li>▪ Importance of the spatial scale</li> <li>▪ Tools of the population geographer</li> </ul>	
<b>Week 2: January 17 &amp; 19</b>	Newbold: Chapter 1: World Population <ul style="list-style-type: none"> <li>▪ A brief history of world population growth</li> <li>▪ The demographic transition</li> <li>▪ Future population scenarios: Who gains and who loses?</li> <li>▪ Graphical representations of population</li> <li>▪ Population estimates and projections</li> </ul> Watch, “Don’t Panic—The Facts About Population,” from Gapminder, available free (with captions) at: <a href="https://www.gapminder.org/videos/dont-panic-the-facts-about-population/">https://www.gapminder.org/videos/dont-panic-the-facts-about-population/</a> . Come to class this week prepared to discuss this documentary.	
<b>Week 3: January 24 &amp; 26</b>	Newbold: Chapter 2: Population Data <ul style="list-style-type: none"> <li>▪ What is a population?</li> <li>▪ Types of data</li> <li>▪ Data sources</li> <li>▪ Data quality</li> <li>▪ Census Data and the American Community Survey</li> <li>▪ Working with data</li> </ul>	
<b>Week 4: January 31 &amp; February 2</b>	Newbold: Chapter 3: Population Distribution and Composition <ul style="list-style-type: none"> <li>▪ Population distribution and Population density</li> <li>▪ Population composition, population pyramids, sex ratios, median age, dependency ratios</li> <li>▪ Examples: Changing face of the U.S. population; aging population in China</li> <li>▪ Life Tables</li> </ul>	Assignment 1
<b>Week 5: February 7 &amp; 9</b>	Newbold: Chapter 4: Fertility <ul style="list-style-type: none"> <li>▪ Fertility patterns</li> <li>▪ What determines fertility?</li> <li>▪ Fertility levels: too high or too low?</li> <li>▪ Africa’s fertility transition?</li> <li>▪ Women’s reproductive health</li> <li>▪ Contrasting fertility rates and choices in different countries</li> <li>▪ Measuring fertility</li> </ul>	
<b>Week 6: February 14 &amp; 16</b>	Newbold: Chapter 5: Mortality <ul style="list-style-type: none"> <li>▪ Mortality transitions</li> <li>▪ Differences in mortality</li> <li>▪ Infectious and parasitic diseases (IPDs)</li> <li>▪ HIV/AIDS</li> <li>▪ The future of mortality</li> </ul>	Exam 1 covers Weeks 1-6.

	<ul style="list-style-type: none"> <li>▪ Contrasting mortality differences in different countries</li> <li>▪ Measuring mortality</li> </ul>	
<b>Week 7: February 21 &amp; 23</b>	<p>Newbold: Chapter 6: Internal Migration</p> <ul style="list-style-type: none"> <li>▪ Defining migration</li> <li>▪ Why do people migrate?</li> <li>▪ Theories of internal migration</li> <li>▪ Migrant selectivity and migrant characteristics</li> <li>▪ The migration process</li> <li>▪ Contemporary internal population movement in the U.S.A.</li> <li>▪ Measuring migration</li> </ul> <p>Castles, Haas, and Miller: <i>Age of Migration</i>: Chapters 1-3, 12</p> <ul style="list-style-type: none"> <li>▪ Ch. 1: Introduction</li> <li>▪ Ch. 2: Theories of Migration</li> <li>▪ Ch. 3: How Migration Transforms Societies</li> <li>▪ Ch. 12: New Ethnic Minorities and Society</li> </ul>	
<b>Week 8: February 28 and March 2</b>	<p>Newbold: Chapter 7: International Migration Flows: Immigrants and Transnational Migrants</p> <ul style="list-style-type: none"> <li>▪ Major international flows</li> <li>▪ Theories of immigration</li> <li>▪ The impacts of immigration</li> <li>▪ Immigration policy</li> <li>▪ Transnational migrants</li> <li>▪ The “Immigration Gap”</li> <li>▪ Measuring and counting immigrants, undocumented immigrants, and emigrants</li> </ul> <p>Castles, Haas, and Miller: <i>Age of Migration</i>: Chapters 4-7, 11</p> <ul style="list-style-type: none"> <li>▪ Ch. 4: International Migration before 1945</li> <li>▪ Ch. 5: Migration in Europe since 1945</li> <li>▪ Ch. 6: Migration in the Americas</li> <li>▪ Ch. 7: Migration in the Asia-Pacific Region</li> <li>▪ Ch. 11: Migrants and Minorities in the Labour Force</li> </ul> <p>March 1 is last day to withdraw without academic penalty</p>	Assignment 2
<b>Week 9: March 7 &amp; 9</b>	<p>Newbold: Chapter 8: Refugees and Internally Displaced Persons</p> <ul style="list-style-type: none"> <li>▪ Defining refugees and asylees</li> <li>▪ Alternatives for refugees: No easy way home</li> <li>▪ Internally displaced persons</li> <li>▪ The future of refugees and IDPs</li> <li>▪ The United States—Welcoming Refugees?</li> <li>▪ Measuring and counting refugees and internally displaced persons</li> </ul> <p>Castles, Haas, and Miller: <i>Age of Migration</i>: Chapters 8-9</p> <ul style="list-style-type: none"> <li>▪ Ch. 8: Migration in Africa and the Middle East</li> <li>▪ Ch. 9: Migration, Security, and the Debate on Climate Change</li> </ul>	
<b>Week 10: March 14 &amp; 16</b>	<p>Newbold: Chapter 9: Urbanization</p> <ul style="list-style-type: none"> <li>▪ Defining urban and urbanization</li> <li>▪ A brief history of urbanization</li> <li>▪ The growth of modern cities</li> </ul>	Assignment 3

	<ul style="list-style-type: none"> <li>▪ Rural to urban migration</li> <li>▪ Implications for urban growth</li> <li>▪ Planning for growth</li> <li>▪ Defining and measuring “urban” across countries</li> </ul> <p>Singer, <i>The Rise of New Immigrant Gateways</i>, Brookings, 2004  Singer, <i>New Immigrant Gateways Revisited</i>, Brookings, 2015</p>	
<b>Week 11: March 21 &amp; 23</b>	<p>Newbold: Chapter 10: Population Policies</p> <ul style="list-style-type: none"> <li>▪ Immigration policy</li> <li>▪ Internal migration</li> <li>▪ Fertility policies</li> <li>▪ Economic policy as population policies</li> <li>▪ The role of the international community: Conflicting messages</li> <li>▪ Population planning in selected regions</li> <li>▪ Evaluating population policies</li> </ul> <p>Castles, Haas, and Miller: <i>Age of Migration</i>: Chapters 10, 13, 14</p> <ul style="list-style-type: none"> <li>▪ Ch. 10: The State and International Migration: The Quest for Control</li> <li>▪ Ch. 13: Immigrants and Politics</li> <li>▪ Ch. 14: Conclusion: Migration in the 21<sup>st</sup> Century</li> </ul>	
<b>Week 12: March 28 &amp; 30</b>	<p>Newbold: Chapter 11: Population Growth: Linking to Economic Development, Resource Scarcity, and Food Security</p> <ul style="list-style-type: none"> <li>▪ Thomas Malthus and “Essay on the Principle of Population”</li> <li>▪ Setting the stage: The debate and current perspectives</li> <li>▪ Linking to economic development, resource scarcity, and food security</li> <li>▪ Resource conflict</li> <li>▪ What have geographers contributed to the debate?</li> </ul>	
<b>Week 13: April 4 &amp; 6</b>	<p><i>Spring Break – No Classes</i></p> <p>April 5-9: American Association of Geographers annual meeting, Boston, MA. <a href="http://www.aag.org">www.aag.org</a></p>	
<b>Week 14: April 11 &amp; 13</b>	<p>In-class activity, discussion, and debate: comparing and contrasting immigration and refugee policy in the United States, Canada, the European Union, and the perspective of the international community</p>	Assignment 4
<b>Week 15: April 18 &amp; 20</b>	<p>Practicing and Applying Population Geography and Migration Studies</p> <ul style="list-style-type: none"> <li>▪ Marketing</li> <li>▪ Population projections: Health care, education, transportation</li> <li>▪ Planning</li> </ul>	Assignment 5
<b>Week 16: April 25 &amp; 27</b>	<p>Research paper presentations in class</p> <p>Thursday, April 27, is our last day of class because the last official day of classes for Spring 2017 is Monday, May 1.</p>	<p>April 25: Research Paper Presentations due</p> <p>April 27: Research Paper due</p>
<b>Week 17: May 2 to 8,</b>	<b>Exam 2 (Final Exam) covering Weeks 7-16.</b>	Exam 2 (Final Exam Covers Weeks 7-16)

Final Exams		
-------------	--	--

## Course Expectations

### Expectations/Class Participation/Attendance

For this class, you should be diligent about reading the required textbook as in-class discussions, activities, and exams are based on content directly from the textbook. Attendance will be taken on random class meeting days throughout the semester and will contribute to the participation grade. Plagiarism and academic dishonesty will not be tolerated. Please see the statements on Academic Honesty and Plagiarism Policy in the University Policies later in this syllabus.

### Late Assignments

Late quizzes/exams will be accepted with a 10 percent reduction in the item's grade for each day that the item is late (i.e., if the item is 2 days late then the grade will be reduced by 20 percent).

## Help Resources

Please review the following university academic support services, student services, and resources, which can help you succeed in this course.

### Contacts to get Help

Student Help Desk [studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu) or call 470.578.3555  
D2L FAQ's: [https://apps.kennesaw.edu/portal/prod/app\\_its\\_ask\\_stu\\_publ/student/](https://apps.kennesaw.edu/portal/prod/app_its_ask_stu_publ/student/)  
D2L Student User's Guide:  
[https://apps.kennesaw.edu/files/pr\\_app\\_uni\\_cdoc/doc/D2LBrightspaceStudentguide\\_10.3.pdf](https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/D2LBrightspaceStudentguide_10.3.pdf)

### Additional Resources

One-Stop-Shop for KSU Policies and Procedures:  
<http://distanceed.hss.kennesaw.edu/elearning/onestopshop.html>  
KSU Bookstore: <http://bookstore.kennesaw.edu/home.aspx>

### KSU Library Services

The KSU Library System assists all students, faculty and staff with their research, including using library databases to find articles, accessing books and other materials in our catalog, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24x7 via library chat. For more information on library locations, hours, how to access library services, and remote access to library resources, please visit <http://library.kennesaw.edu/>.



## KSU Writing Center

---

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit <http://writingcenter.kennesaw.edu/> or stop by English Building, Room 242 (Kennesaw campus) or Building A, Room 184 (Marietta campus).

## KSU English as a Second Language (ESL) Center

---

At the ESL Center, KSU IEP, undergraduate, and graduate international students can receive tutoring in writing, reading, pronunciation, and presentation skills, as well as advising for their general education (core) requirements and mentoring. More information and contacts are here: <http://uc.kennesaw.edu/academicinitiatives/esl.php>

## KSU Education Abroad, Division of Global Affairs

---

Kennesaw State University offers more than two-dozen faculty-led study abroad programs in 30+ countries, as well as many foreign exchange and international internship opportunities. Regardless of what field of study or country you are passionate about, there is an education abroad program for you! The information and resources on this site will help guide you through the entire education abroad experience: <http://dga.kennesaw.edu/educationabroad/>

# University Policies

## Academic Honesty

---

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

## Plagiarism Policy

---

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. For more

information, please see: **Why is cheating/plagiarism wrong and what will happen if I'm accused of academic misconduct?:** <http://scai.kennesaw.edu/students/general-info/cheating.php>

## What is Plagiarism?

---

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as found on the Student Conduct and Academic Integrity (SCAI) website <http://scai.kennesaw.edu/students/general-info/cheating.php>. Evidence of collaboration on quizzes, discussions, false identity, or any other form of cheating will result in either an informal resolution by the professor, resulting in an “F” for the course, or a formal hearing which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Plagiarism is defined as the practice of taking someone else’s work or ideas and passing them off as one’s own. If you are unaware or uncertain on how to properly cite a particular source, please do not neglect to add the citation—that is considered plagiarism.

If you have questions on how to cite your work, please contact me immediately! For more information, please refer to the “Plagiarism Policy” under the *Policies* section of this syllabus.

## Turnitin

---

Students agree that by taking this course all required written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted written assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

## Disability Statement

---

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Kennesaw State University does not deny admission or subject to discrimination in admission any qualified disabled student.

A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office for Student Disability Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required.

Special services are based on

- medical and/or psychological certification of disability,
- eligibility for services by outside agencies, and
- ability to complete tasks required in courses.

## ADA Position Statement

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. The following individuals have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should you require assistance or have further questions about the ADA, please contact:

- ADA Compliance Officer for Students  
470-578-6443
- ADA Compliance Officer for Facilities  
470-578-6224
- ADA Compliance Officer for Employees  
470-578-6030

For more information, go to: [http://www.kennesaw.edu/stu\\_dev/dsss](http://www.kennesaw.edu/stu_dev/dsss).

## Non-Discrimination Statement

---

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. <http://diversity.kennesaw.edu/>