

# GEOG 3345-W01: Population Geography

Summer 2020, Online, June 9 to July 20, 2020

## Instructor

**Dr. Paul McDaniel**, Assistant Professor of Geography (Associate Professor as of July 1, 2020)

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

**Department of Geography & Anthropology:** <https://chss.kennesaw.edu/geoanth/>

### 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

This course examines key issues that affect population patterns and change at different geographic scales, including fertility, mortality, demographic change, race and ethnicity, internal and international migration, refugee movement, and internal displacement. Students will gain a theoretical framework to understand local, national, regional, and global population dynamics, and an applied framework to assess contemporary issues such as population growth, labor migration, refugee resettlement, immigration policy, and transnational identity.

## Course Learning Objectives

Through this course, students should be able to:

1. 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.
4. Practice communicating population geography effectively through writing, discussions, activities, and participation.

## Required Texts

The following book is required reading for this course. Please see the syllabus schedule for specific readings each week throughout the semester and due dates for chapter review quizzes.

1. Newbold, K. Bruce. 2017. *Population Geography: Tools and Issues*. Third Edition. Rowman & Littlefield Publishers. ISBN: 978-1-4422-6531-8.

Other readings: 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 to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia, including integrating research and readings by scholars of various races and ethnicities, genders, sexual orientations, abilities, and other aspects of intersectionality.

## Course Requirements/Assignments/Grading

Grade Component	Points	Percent
Discussions (4 x 25 points)	100	20%
Assignments (5 x 20 points)	100	20%
Chapter Review Quizzes (10 x 5 points)	50	10%
COVID-19 Discussion Assignment	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	

**Assignments/Activities (20 percent of total course grade):** Five assignments/activities will be completed 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 worth 20 points. The total assignments grade for all five assignments is out of 100 points and is 20 percent of the total course grade.

1. Assignment 1: Working with Census Data to Assess Population Patterns and Demographic Change (20 points)
2. Assignment 2: Using Census Data to Explore Internal Migration in the U.S. (20 points)
3. Assignment 3: Using Data to Explore International Migration to the United States (20 points)
4. Assignment 4: Using Data to Explore Contemporary Refugee Population Trends (20 points)
5. Assignment 5: Your Migration Story / Population Geography Careers (20 points)

**Chapter Review Quizzes (10 chapter review quizzes worth 10 percent of final course grade):** There will be ten chapter review quizzes each consisting of five multiple-choice questions and each worth five points for an overall total of fifty points or 10 percent of the total course grade.

**Discussions (20 percent of total course grade):** There will be four online discussion forums throughout the course. Each is worth 25 points for a total of 100 points. You must respond in detail (see discussion grading rubric below for specific requirements) to the discussion topic prompt/question and respond in one paragraph each to at least 3 other classmates' responses to create a dialogue around the topics that the entire class is participating in. See schedule overview for discussion due dates and related course modules.

### *Grading Rubric for Each Discussion Assignment*

	Exemplary	Midpoint	Unsatisfactory
Content	5 points Post contains unique and novel ideas.	2.5 points Post is substantial but does not show	0 points Post has little substance, off topic, does not

	Shows you have thought critically about the material and addresses all questions in the prompt.	much critical thinking about the topic. Mainly summarizes the main point or restates what has already been said by others.	contribute to the discussion.
Spelling & Grammar	5 points 0-4 spelling and/or grammar mistakes.	2.5 points 5-9 spelling and/or grammar mistakes.	0 points 10+ spelling and/or grammar mistakes.
Reference and Support	5 points The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	2.5 points Some material or personal experiences are referenced.	0 points There is no clear support for the statements.
Length of Post	5 points Post is 350 words or more.	2.5 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Responses to Three Other Students' Posts	5 points Three responses are each 50 words or more and show strong evidence of thought.	2.5 points Responses are 25 to 49 words OR don't show strong evidence of thought OR less than three responses.	0 points No response posts.

**COVID-19 Discussion Assignment (10 percent of final course grade):** This assignment will be completed as an additional discussion forum activity related to the population geography of the coronavirus/COVID-19 pandemic and how we can understand the pandemic through the various lenses of the different topics covered in population geography that we have learned about in this class. To prepare your original discussion post of at least 350 words, please consider the prompts in the discussion forum. The same discussion forum grading rubric requirements listed above will apply to this assignment, but this assignment is worth 50 points so each grading rubric item would be double the points from what is listed in the above discussions grading rubric. So, you'll still need to post a discussion of at least 350 words, and then at least three responses of at least 50 words to other students' posts.

**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 (Midterm Exam) covers class discussions and readings for the textbook introduction chapter and chapters 1-5. Exam #2 (Final Exam) covers class discussions and readings for textbook chapters 6-11 and conclusion.

## Course Weekly Schedule & Due Dates

Note: Activities listed for each week/module are due by 11:59 PM on the last date of the module. For example, Discussion 1, during Week 1, is due by 11:59 PM on June 14; and so forth for each activity listed for each week throughout the term. Due dates are clearly listed in the schedule below, in the D2L course calendar, in each module, and on each graded activity item.

Week	Modules	General Topics, Required Readings, Activities Due	Items Due
<b>Week 1: June 9-14</b>	0: Start Here and Introduction  1: World Population  2: Population Data	<p><b>Newbold: Population Geography: An Introduction</b></p> <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> <p><b>Discussion 1: Introduce Yourself</b></p> <p><b>Newbold: Chapter 1: World Population</b></p> <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> <p><b>Newbold: Chapter 2: Population Data</b></p> <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> <p>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>.</p>	<p><b>Due by June 14 at 11:59 PM:</b></p> <p>Discussion 1</p> <p>Chapter 1 Review Quiz</p> <p>Chapter 2 Review Quiz</p>
<b>Week 2: June 15-21</b>	3: Population Distribution  4: Fertility  5: Mortality	<p><b>Newbold: Chapter 3: Population Distribution and Composition</b></p> <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> <p><b>Assignment 1: Working with Census Data to Assess Population Patterns and Demographic Change</b></p> <p><b>Newbold: Chapter 4: Fertility</b></p> <ul style="list-style-type: none"> <li>▪ Fertility patterns</li> </ul>	<p><b>Due by June 21 at 11:59 PM:</b></p> <p>Chapter 3 Review Quiz</p> <p>Assignment 1</p> <p>Chapter 4 Review Quiz</p>

		<ul style="list-style-type: none"> <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> <p>Newbold: Chapter 5: Mortality</p> <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> <li>▪ Contrasting mortality differences in different countries</li> <li>▪ Measuring mortality</li> </ul> <p><b>Discussion 2: Population Geography Overview, Fertility, and Mortality</b></p>	<p>Chapter 5 Review Quiz</p> <p>Discussion 2</p>
<p><b>Week 3: June 22-28</b></p>	<p>6: Exam 1</p> <p>7: Internal Migration</p>	<p><b>Exam 1 (Midterm), due by 11:59 PM on June 28.</b></p> <ul style="list-style-type: none"> <li>▪ Midterm Exam (Exam 1) consists of 50 multiple choice questions worth two points each for a total of 100 points. The exam covers reading and discussion of topics related to the textbook introduction and chapters 1-5 topics. The exam contributes to 20 percent of the total course grade</li> </ul> <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><b>Assignment 2: Using Census Data to Explore Internal Migration in the U.S.</b></p> <p>June 25: Last day to withdraw without academic penalty</p>	<p><b>Due by June 28 at 11:59 PM:</b></p> <p>Exam 1 (Midterm Exam)</p> <p>Chapter 6 Review Quiz</p> <p>Assignment 2</p>
<p><b>Week 4: June 29-July 5</b></p>	<p>8: International Migration</p> <p>9: Refugees and Internally Displaced Persons</p>	<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>Newbold: Chapter 8: Refugees and Internally Displaced Persons</p>	<p><b>Due by July 5 at 11:59 PM:</b></p> <p>Chapter 7 Review Quiz</p> <p>Assignment 3</p> <p>Chapter 8 Review Quiz</p> <p>Discussion 3</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><b>Assignment 3: Using Data to Explore International Migration to the United States</b></p> <p><b>Discussion 3: Internal Migration, International Migration, and Refugees and Internally Displaced Persons</b></p>	
<p><b>Week 5: July 6-12</b></p>	<p>10: Migration and Urbanization</p> <p>11: Population Policies</p> <p>12: Population Growth</p> <p>13: Practicing Population Geography</p>	<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> <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>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><b>Assignment 4: Using Data to Explore Contemporary Refugee Population Trends</b></p> <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> <p>Examples: Practicing and Applying Population Geography and Migration Studies</p> <ul style="list-style-type: none"> <li>▪ Market Research and Location Analysis</li> <li>▪ Population projections: Health care, education, transportation</li> <li>▪ Urban Planning</li> </ul> <p><b>Discussion 4: Migration and Urbanization, Population Policy, and Population Growth</b></p>	<p><b>Due by July 12 at 11:59 PM:</b></p> <p>Assignment 4</p> <p>Chapter 9 Review Quiz</p> <p>Chapter 10 Review Quiz</p> <p>Discussion 4</p>

<p><b>Week 6: July 13-20</b></p>	<p>14: COVID-19 Discussion Assignment  15: Exam 2</p>	<p>July 15 is last day of class for summer 6-week session</p> <p><b>Assignment 5: Your Migration Story / Population Geography Careers</b></p> <p><b>COVID-19 Discussion Assignment</b></p> <ul style="list-style-type: none"> <li>▪ July 15: COVID-19 Discussion Assignment Due</li> </ul> <p><b>Exam 2 (Final Exam), noncumulative covering course content after Exam 1, due by 11:59 PM on July 20.</b></p> <ul style="list-style-type: none"> <li>▪ Final Exam (Exam 2) consists of 50 multiple choice questions worth two points each for a total of 100 points. The exam is noncumulative and covers reading and discussion of topics related to textbook chapters 6 through 11 and conclusion and any other topics covered after the Midterm exam.</li> </ul>	<p><b>Due by July 15 at 11:59 PM:</b></p> <p>Assignment 5</p> <p>COVID-19 Discussion Assignment</p> <p><b>Due by July 20 at 11:59 PM:</b></p> <p>Exam 2 (Final Exam)</p>
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## Course Expectations

### Communication Rules

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. As a student in this course you should:

- Be sensitive and reflective to what others are saying.
- **Avoid typing in ALL CAPITALS** because it is difficult to read and is considered the electronic version of SHOUTING.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional, humor is difficult to convey in an online environment.
- Always **assume good intent** and **respond accordingly**. If you are unsure of or annoyed by a message, wait 24 hours before responding.

### Late Assignments

All assignments will be due by 11:59 PM on the date indicated on the class schedule document. Late assignments 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).

### Student Responsibility

Distance learning requires more individual discipline than traditional classes, and requires that you have at least some control over your time and schedule. It is not easier or less time than face-to-face courses. During each week, students are expected to:

- Check D2L course website regularly;
- Follow the weekly study guide;
- Study the assigned material, such as; virtual lectures, textbook chapters, PPT slides, etc.;
- Complete and submit assigned quizzes or homework on time.

## Tips for Effective Online Learning

For an online class, students can really enjoy the benefits of learning at your own pace and in whatever environment that you choose. Below are some tips for effective online learning:

- **Check the D2L course website regularly.** Always be aware of the current status of the course. It might be helpful to subscribe to the RSS feeds within the News Tool, sign up for text message alerts, or subscribe to your posts within the Discussion Tool. By taking advantage of the tools within the environment and the posted learning material, you can maintain an enhanced learning experience.
- **Work closely with your instructor.** If you have any questions, please contact me immediately. The best way to contact me is via email, and you will be guaranteed to have a reply within 12 hours.
- **Begin your work early.** If you can start a task early, don't start late. Assuming you spend the same amount of time completing the task, starting later will be much more stressful than starting early. Never wait until the last minute to begin an assignment! You'll have no turnaround time if you need help or something happens.

## What is Plagiarism?

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 papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers 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.

## 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 [click here](#). D2L Student User's Guide [click here](#)

## 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).



## 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>

### 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/>