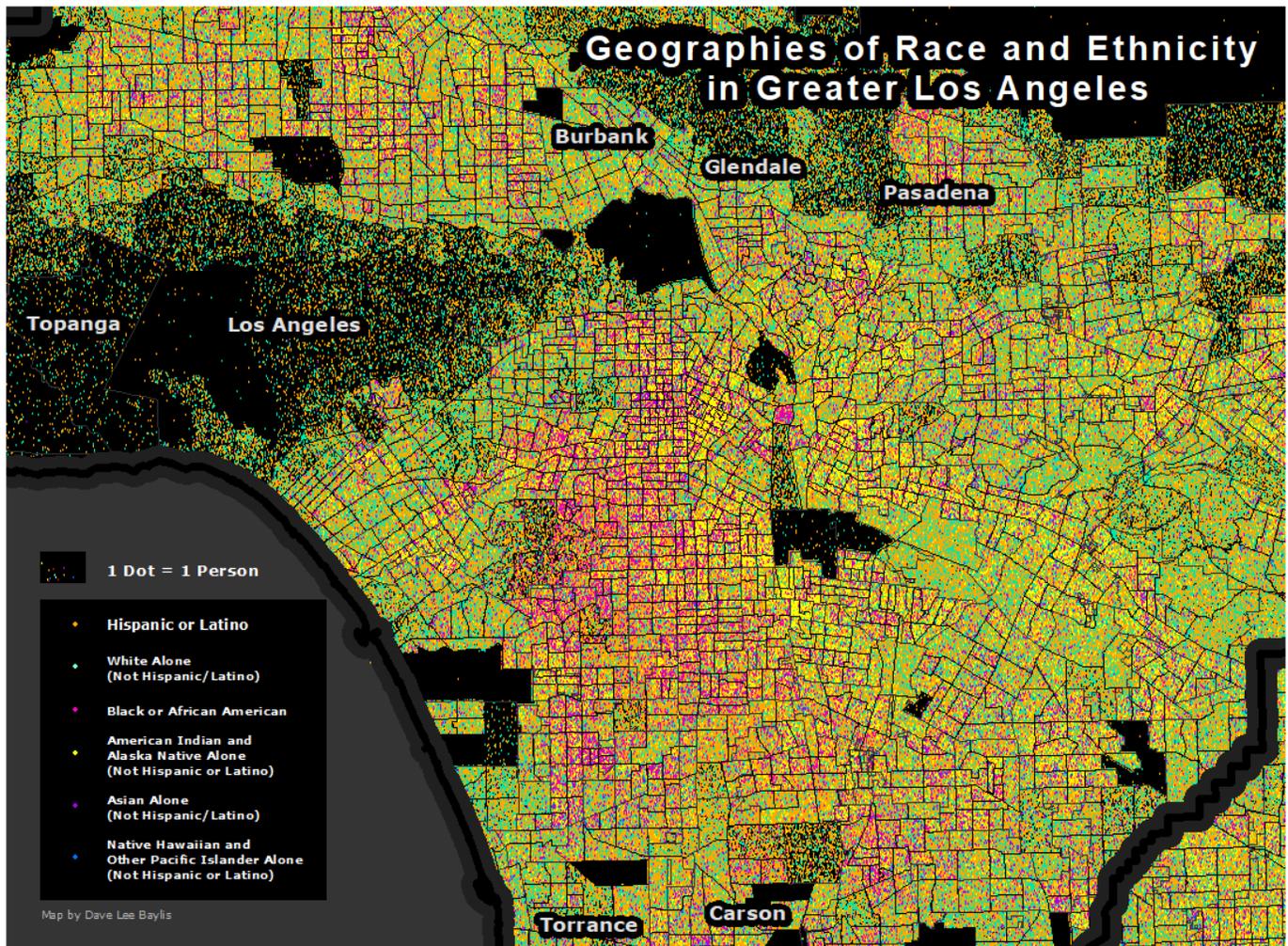


GEOG 4332: Population Geography

Dr. David Lee Baylis



SECTION 1: Primary Course Information

Contact Information:

Email: dbaylis@ualr.edu

Office: History Department, 6th floor, Stabler Hall

Office Hours: Mondays, 11am-1pm or by appointment

Course Materials:

1. Textbook: Population Geography (3rd Edition) by K. Bruce Newbold – ISBN: [978-1442265318](https://www.amazon.com/Population-Geography-3rd-Edition-K-Bruce-Newbold/dp/0716042653)
2. Software: QGIS - <https://qgis.org/en/site/forusers/download.html>
3. Additional provided as PDFs on Blackboard

Official Course Description: Global, national, and sub-national population process, issues, and policies. Emphasis on basic demographic components of fertility, mortality, and migration; on population structures; factors that influence the demographic components and the population structures over time.

Core Course Objectives (per Course Unit): This course is comprised of four units that will provide students with the information and tools necessary to:

- a). Identify and describe demographic factors that comprise population analysis at local, national, and global scales;*
- b). Model, visualize, and assess the processes of historical and geographical change in populations around the world;*
- c). Map and analyze spatial patterns of population change and distribution in the United States using Census Data and free and open-source geographical information systems software;*
- d). Critically evaluate the history, context, and impact of population policies, rhetorics, and ideologies in the United States since the end of the 19th century.*

Assignments and Grading

Summary: This course is comprised of 4 post-unit assessments (test, test, map portfolio, essay exam), 5 “Quick Quizzes” (QQ), and 8 “Demo-Graphics” (DG) discussion board participation. As this is an asynchronous online course, all unit assignments will become open and available when a unit opens. Plan accordingly and take note of the late policy below (** and ***).

- 1. Post-Unit Assessments:** At the close of each unit, each student will complete an assessment designed to test their engagement with the content presented in that unit. For units 1 and 2, this assessment will take the form of a standard online test (multiple choice, true/false, short answer questions). For unit 3, this assessment will take the form of the creation of a few maps based on census data using QGIS. For unit 4, this assessment will take the form of an essay exam/reflection paper. More information will be provided each unit on that unit’s specific assessment requirements.

Assessment 1 = 55 possible points (11% final course grade)

Assessment 2 = 75 possible points (15% final course grade)

Assessment 3 = 80 possible points (16% final course grade)

Assessment 4 = 55 possible points (10% final course grade)

Total: Post unit assessments are worth 265 points total or 53% of your total course grade.

- 2. Quick Quizzes:** For each quick quiz, students will be given a 20-point quiz that assesses their engagement with readings and course content. Quick quizzes will contain short response, fill in the blank, multiple choice, and true/false questions. Students will have 25 minutes to complete each quiz once they start it. Each quiz is worth 20 points.

In total, these reading/content quizzes are worth 20% of the final course grade (100 points out of 500 total).

- 3. Demo-Graphic Discussion Boards:** For each DG discussion board, I will post a visual prompt or series of prompts pertaining to population geography/demography topics being covered in class at that time.

Note that initial posts and follow-up responses have different deadlines to ensure that students are regularly engaged. See the late policy below (** and ***).

A complete DG discussion board grade incorporates each of the following (1 original thread post, three follow-up responses):

A). An original post that contains a detailed answer (at least 100 words) to the question component of my prompt. Each student should post this in a new thread within that discussion board. Student responses must provide supporting evidence with sources. Supporting evidence will be evaluated based on its scholarly/peer-reviewed rigor. As such, academic journal articles, scientific studies with transparent funding sources, etc. will be considered more rigorous than journalistic articles. Similarly, journalistic articles from major investigative journals will be considered more rigorous than blog postings or unsubstantiated opinion pieces. Source material that is not carefully vetted will negatively impact grades on DG postings. Students may use less scholarly pieces alongside scholarly pieces, *especially* if their aim is to critique or interrogate the less scholarly source.

****note:** by “scholarly” I mean that a form of peer review is evident and/or that the source adheres to standard practices in academic research by citing the sources that it uses, etc. If you are ever uncertain of the veracity of a source, feel free to use it in your post but make sure to comment on your concerns about the source’s utility/clarity/transparency.*

B). Following the upload of at least one original post, students will then be able to respond to classmate’s threads or my own follow-up posts. Each student should provide at least 3 additional substantive response posts either to myself (the instructor) or their classmates.

****note:** by “substantive” I mean that a student’s response post should do more than simply agree or disagree with the original poster. Provide evidence to support follow-up responses, include outside or additional information, etc. Hint: If a student’s follow-up post does not stimulate further discussion or move the conversation forward or in another direction, than it is likely NOT a substantive post. When posting, always imagine that you are having an actual face-to-face dialogue with the other person. This will help maintain not only the academic quality of the discussion, but also a level of decorum. We do NOT need to agree with each other all the time, but we should be able to substantiate our arguments and respect (most of) each other’s opinions. That being said, hate-speech, blatant and unsubstantiated claims, ad-hominem attacks (name-calling), spreading baseless propaganda, etc., will NOT be excepted.*

C. As this is a demo-GRAPHIC discussion board, my initial prompts will always incorporate some form of visual, video, graphic, chart, image, map, etc. While it is not required, it is strongly encouraged that you incorporate these sorts of materials into your posts and follow-up responses.

Each initial post is worth up to 9 points. Each follow-up post will be scored a 0, 1, or 2. A complete post is worth up to 15 points. In total, these DG assignments are worth 24% of the final course grade (120/500 points).

****Late Policy:** students will be assessed an initial 50% grade reduction on any late initial discussion board posting. Quizzes and tests will not be re-opened if a student misses one without at least a 24 hr prior notification (unless in the case of a documented medical emergency). Plan ahead if you know of a scheduling conflict. This is an online course in which unit assignments open early; just because assignment due dates are Sunday night does NOT mean that you need to wait until Sunday night to complete an assignment.

*****No Late Submission Reward:** here's the carrot. Students with no late submissions will be awarded an additional 15 points at the end of the course. This is the only "round-up" I will administer in this course. Please do not ask for extra credit opportunities in the final weeks of class – put in effort early and consistently and seek help from me early when/if you require it!

Point Breakdown:

A = 450 - 500 points
B = 400 – 449 points
C = 350 – 399 points
D = 300 – 349 points
F = 299 points or fewer

SECTION 2: General Course and University Policies

Online Courses and Technology Problems: As this is an online course that makes use of some external software applications (Google Earth Pro, QGIS), you should be prepared to deal with technology-related problem-solving issues now and then. It is likely you will experience problems related to the software, internet access, or Blackboard access at some point during the term. I am happy to assist when I can, however, make note of other resources as well: IT services can assist with basic troubleshooting. ESRI has various support services for technical questions as well. Finally, as a burgeoning GIS professional you need to learn how to problem solve on your own – this means seeking out training and advice to assist with your specific research problems and areas of interest. Links to several of these troubleshooting services are found on the blackboard main page in the menu.

Library GIS Space: while we will be using the free and open source mapping and GIS software, QGIS, for the assignments in unit 3, you may be interested in playing around with ArcGIS. This is the industry standard in computer mapping software and I teach several courses focused on its use and application (Intro GIS, etc). We have a lab that runs ArcGIS (SCLB 165). In addition, there is a small GIS lab in the library. See the details below:

Access to 101B (main floor of the library in the back): Key to 101B available for checkout at the Operations desk; only UA Little Rock students/faculty. Computer use only for GIS-related assignments.

Library GIS Availability Hours (**times set to accommodate building opening/closing routines**)

Monday-Thursday	9 am -10 pm
Friday and Saturday	9 am-4 pm
Sunday	2 pm-10 pm

Email Policy: Before emailing me, please review the syllabus and Blackboard first and make sure that any questions you intend to ask are not already addressed. Otherwise, email away!

Name and Pronoun Policy: Please feel free to contact me at the start of the semester to let me know how you want to be identified (name, pronouns, etc).

Attendance Policy: see grading discussion in section 1.

Plagiarism: See university policies in section 3 (I follow the university policies and procedures here). Don't plagiarize – I will automatically fail the first plagiarized assignment and initiate the university procedures for academic probation in the event of a second act of plagiarism.

Classroom Decorum: In online courses, we need to be especially attentive to tone and how we present ourselves. People don't always agree, and that is ok. However, please always use respect and professional decorum in this course (not necessarily "civility" – impassioned discussion can be fruitful. Disagree but don't be rude and avoid all ad hominem attacks*). In addition, if you make an argument, have facts to support it and be prepared to share sources. Everyone is entitled to an opinion but that does not mean that all opinions are equally valid. Statements and arguments without factual support and empirical evidence to back it up are useless, at least in this classroom.

**Note: by "ad hominem attacks" I mean an argument that solely relies upon insults and tends to ignore the facts of the discussion; e.g. "well, he has a mustache and people with mustaches can never be trusted". This is merely an instructional example that veers toward the ridiculous. Ad hominem attacks are a type of informal fallacy. While this is not a logic class, it never hurts to promote the rules of logic when talking about discussions and arguments (straw man, slippery slope, tu quoque, etc).*

UNIVERSITY POLICIES:

Academic Integrity: For the full University Academic Integrity Statement, see policy 501.13: <https://ualr.edu/policy/home/student/academic-integrity-and-grievance/> As UALR student, you should make sure to review the student handbook to make sure that you understand both your rights and responsibilities at UALR. For this class, let me emphasize one key academic integrity matter: plagiarism (see below). (UA Little Rock Policy 510.13)

Attendance: Each faculty member has the prerogative of setting specific attendance requirements for classes. In some courses, active student participation is an integral part of the course, and the instructor may base a portion of the students' grades on attendance and participation. In general, students are expected to attend class regularly. Students who miss class are responsible for finding out about the material covered, homework assignments, and any announcements or examinations. On the 10th day of classes, students who have not attended in class will be administratively withdrawn by the instructor. Students may be administratively withdrawn from a class by the instructor for excessive absences during the semester (UA Little Rock Policy 404.4).

Inclement Weather Policy: During inclement weather, UA Little Rock will decide whether to close based on all available information:

1. The chancellor will decide whether conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member.
2. The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings.
3. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.
4. Ordinarily, sites remote from campus such as the the Bowen Law School, the Arkansas Studies Institute, and the Benton Center will close or cancel classes and activities whenever the university does so. In some circumstances, however, a separate decision may be made whether or not a site remote from campus will be open or closed, and this decision will be announced through the university's official means of communicating weather-related closings. Vice chancellors are responsible for seeing that necessary services are provided in

their respective areas when the university is closed. Employees required to provide such services will be identified by their supervisors. Classified employees who must report to work when the university is closed due to inclement weather will be allowed compensation time of 1.5 hours for one hour worked. Persons who are not required to work when the university is closed will be granted authorized absence. Employees who do not report to work when the campus is open will be charged annual/compensatory leave or leave without pay. The Payroll Department will prescribe payroll reporting and timekeeping.

5. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.
6. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather. (UA Little Rock Policy 215.1)

Non-Discrimination: UA Little Rock adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, religion, sexual orientation, veteran's status, or disability, to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned, and any person (student, faculty, or staff member) who violates this policy will be subject to disciplinary action. Harassment that is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment. It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. Any person who believes he or she has been discriminated against should contact the Office of Human Relations to obtain assistance and information concerning the filing of a complaint. At the same time the university prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Non-discriminatory affirmative action equal opportunity policies apply to recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing and university-sponsored programs.

Plagiarism: Plagiarism has various forms but is essentially the unattributed use of someone else's ideas (in writing or otherwise): <https://ualr.edu/writingcenter/plagiarism/>. Passing off someone else's work as one's own is a serious academic offense. In addition, it is the fastest way to lose my respect. I want to see each individual student's own ideas. As such, avoid plagiarism at all costs or face the consequences (starting with an automatic zero on that assignment and ending with the filing of an official report). If you have questions about what does or does not constitute plagiarism, the University Writing Center is a great place to start: <https://ualr.edu/writingcenter/>

Students with Disabilities: If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-5693143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. (UA Little Rock Policy 404.9)

SECTION 3: Course Schedule

	Dates	Topic	Readings	Assignments
Unit 1: Identifying and Describing Demographic Variables				
Week 1	8/19 – 8/25	Course Introduction	Ch 1: World Population	QQ #1: Ch 1 Due on Blackboard by 11:59pm, Sunday 8/25
Week 2	8/26 – 9/1	Demographic Variables	Ch 2: Population Data;	DG Discussion Board #1 Due on Blackboard by 11:59pm, Sunday 9/1
Week 3	9/2 – 9/8	Demographic Data: Understanding the Census	Ch 3: Population Distribution and Composition	QQ #2: Ch 2-3 Due on Blackboard by 11:59pm, Sunday 9/8
Week 4	9/9 – 9/15	Demographic Transition Model	Ch 4: Fertility	DG Discussion Board #2 Due on Blackboard by 11:59pm, Sunday 9/15 Unit Assessment #1: Short Answer/Multiple Choice (Ch 1, 2, 3) Due on Blackboard by 11:59pm, Sunday 9/15
Unit 2: Visualizing and Assessing Dynamic Populations				
Week 5	9/16 – 9/22	Population Pyramids	Ch 5: Mortality	QQ #3: Ch 4, 5 Due on Blackboard by 11:59pm, Sunday 9/22
Week 6	9/23 – 9/29	Migration Patterns and Mobile Populations	Ch 6: Internal Migration	DG Discussion Board #3 Due on Blackboard by 11:59pm, Sunday 9/29 QQ #4: Ch 6 Due on Blackboard by 11:59pm, Sunday 9/29
Week 7	9/30 – 10/6	Population Policy from the 18 th – 21 st century.	Ch 10: Population Policies	Unit Assessment #2: Short Answer/Multiple Choice (Ch 4, 5, 6, 10) Due on Blackboard by 11:59pm, Sunday 10/6
Unit 3: Mapping and Explaining Population Dynamics				
Week 8	10/7 – 10/13	Mapping Population I: Basic Thematic Mapping with Census Data in QGIS	Census Bureau Documentation	DG Discussion Board #4 Due on Blackboard by 11:59pm, Sunday 10/13
Week 9	10/14 – 10/20	Mapping Population II: Population Density Mapping	Ch 9: Urbanization	QQ # 5: Ch 9, 10, Census Due on Blackboard by 11:59pm, Sunday 10/20
Week 10	10/21 – 10/27	Mapping Population III: Mapping Racial,	Ch 7: Immigration and Transnational Migrants;	Unit Assessment #3: Mini-Map Portfolio and Short Answer Responses

		Cultural, Health, and Economic Patterns	Ch 8: Refugees and Internally Displaced Populations	Due on Blackboard by 11:59pm, Sunday 10/27
Unit 4: Beyond Demography: Critically Evaluating Population Policies and Ideologies				
Week 11	10/28 – 11/3	Resources, Scarcity, and Limits to Growth?	Ch 11: Population Growth – Linking to Economic Development, Resource Scarcity, and Food Security	DG Discussion Board #5 Due on Blackboard by 11:59pm, Sunday 11/3
Week 12	11/4 – 11/10	Eugenics and Racial Hygiene in America	PDFs: <i>Eugenic Nation (Minna Stern)</i>	DG Discussion Board #6 Due on Blackboard by 11:59pm, Sunday 11/10
Week 13	11/11 – 11/17	Putting Sex Back into Population Geography	PDFs: <i>Sex in the Heartland (Bailey)</i>	DG Discussion Board #7 Due on Blackboard by 11:59pm, Sunday 11/17
Week 14	11/18 – 11/24	Uneven Lifecycles: Vulnerability, Exposure, and Premature Death	PDFs: <i>Dead Labor (Tyner)</i>	DG Discussion Board #8 Due on Blackboard by 11:59pm, Sunday 11/24
Week 15	11/25 – 12/1	Fall Break	Fall Break	Fall Break
Final Exam				
Week 16	12/2 – 12/6	Course Wrap-Up	No New Readings	Unit Assessment #4: Short Answer/Essay Due on Blackboard by 11:59pm, Friday 12/6