University of International Business and Economics
International Summer School

GEO 300 Population Geography

Term: June 15th to July 16th, 2020
Instructor: Mark Reisinger
Home Institution: Binghamton University SUNY
Email: mareisin@binghamton.edu
Class Hours: Monday through Thursday, 120 minutes each day (2,400 minutes in total)
Office Hours: TBD
Discussion Session: 2 hours each week

Total Contact Hours: 64 contact hours (45 minutes each, 48 hours in total)
Location: WEB
Credit: 4 units

Course Description:

The dynamic processes of population change (fertility, mortality, and migration) and the resultant change in population and distribution are examined at the local, national, and global scales. In addition to a substantive study of these topics, students are introduced to the use of secondary data sources for demographic description and policy recommendation.

Course Goals:

This course is designed to acquaint you with geographic perspectives on human population at a variety of scales. The overall goal of the course is to enable you to develop your own demographic perspective (i.e., help you to understand population factors and their relationship to what is going on in society). The course is primarily concerned with the processes that underlie the current patterns of population change, where those changes are occurring, and the consequences of such changes.

Required Textbook:

Weeks, John R., 2016. Population: An Introduction to Concepts and Issues (12th ed.). Belmont, CA: Wadsworth Publishing. ISBN-13: 978-1305094505

Grading Policy:

Lecture Follow-up Questions	100 points	
Homework (Reflection Papers)	50 points	
Class participation (Discussion)	50 points	
Mid-term Exam	75 points	
Final Exam	75 points	
	Total Points	350 points

Grading Scale:

Final course letter grades will be determined according to the following grade scale:

A	315 to 350 points = 90-100 percent	**C+**	252 to 262 points = 72-74 percent
A-	297 to 314 points = 85-89 percent	**C**	238 to 251 points = 68-71 percent
B+	287 to 296 points = 82-84 percent	**C-**	224 to 237 points = 64-67 percent
B	273 to 286 points = 78-81 percent	**D**	210 to 223 points = 60-63 percent
B-	263 to 272 points = 75-77 percent	**F**	Below 210 points = below 60 percent

*The instructor reserves the right to change the final course grade distribution as deemed necessary.

Reflection Papers:

You will write five short reflection papers throughout the semester. The purpose of these papers is to help you develop your demographic perspective. The reflection papers are due by 11:59 pm (New York time) on the day they appear on the course schedule.

Be as brief and to the point with your reflection papers. I suspect two to three pages would be a sufficient length for each essay. I have provided several resources on Blackboard to assist you with writing your papers.

1. China has experienced extraordinary demographic changes during the past fifty years. In this reflection paper, you are to reflect on these changes and what China may experience demographically in the next fifty years. How do you think these future changes will impact your life? **Due Date Friday, June 19.**
2. Reflect on how different the world of the twenty-first century would be if death rates had not declined as they did in the first part of the twentieth century. **Due Date Friday, June 26.**
3. How many children do you plan to have? Why that number? Reflecting on the textbook and lecture material on fertility, which of the interpretations of fertility decisions best describes your reason for the number of children you plan to have? **Due Date Friday, July 3.**
4. Reflect on your own lifetime experiences with migration, and relate them to the decision-making model shown in the textbook. Now think about the future. Do you think you will migrate again? What will motivate you to move? **Due date Friday, July 10.**
5. One of the goals of the course is to help you develop your demographic perspective? Reflect back on all of the topics we have discussed this summer session. Does your demographic perspective align more with Malthusian, Marxist, doomster, or boomster viewpoint? Explain. **Due Date Friday, July 17.**

Scoring Rubric for Reflections:

Dimension	Needs Improvement			Good		Excellent
Content	Several Inaccuracies or misconceptions. Minimal discussion of relation of the topic.			No inaccuracies expressed, but few concepts presented and little effort to make connection to the text or other experiences.		Accurate; integrates breadth of concepts across readings and stimulates thought.
Score:	0	1	2	4	5	6
Writing mechanics	Several instances of improper grammar, sentence structure, and/or spelling.			A few instances of improper grammar, sentence structure, and/or spelling.		Sentences are well-constructed. Excellent grammar, and no misspelled words.
Score:	0		1	2	3	4
Total Score						/10

Discussion Sessions:

Two discussion periods, one hour each, are scheduled for the class. I will select the discussion topics, and it is expected that each student will be prepared to contribute to the discussion. **Discussion session times are tentatively scheduled for 8:00 am (NYT) on Tuesday and Thursday.**

Discussion topic for 06.16

When did you first become aware of demography or population issues more broadly, and what were the things that initially seemed to be important to you?

Discussion topic for 06.18

It is projected that the world's population could reach 10 billion people by 2060, which is well within your lifetime. Watch this short video from the American Museum of Natural History **https://www.youtube.com/watch?v=PUwmA3Q0_OE**

What do you think your world will be like in 2060 with a population of 10 billion people?

Discussion topic for 06.23

This week in class we will be discussing a variety of different demographic perspectives concerning population growth. Read this article from The Atlantic Magazine. **https://www.theatlantic.com/magazine/archive/2018/03/charles-mann-can-planet-earth-feed-10-billion-people/550928/**

I am going to ask the same question as the title, Can the Planet Feed Ten Billion People? Why or why not?

Discussion topic for 06.25

Life expectancy in the United States has been declining for several years. The only other industrialized country that I am aware of that has experienced a decline in life expectancy is Russia after the collapse of the Soviet Union. Read this short article. **https://www.motherjones.com/kevin-drum/2017/12/whats-really-causing-the-decline-in-us-life-expectancy-its-not-opioid-overdoses/**

What do you think is causing the decline in life expectancy in the United States?

Discussion topic for 06.30

Read the article at this link **https://www.reuters.com/article/us-health-sperm/sperm-count-falling-sharply-in-developed-world-researchers-say-idUSKBN1AA28K**

Why do you think the sperm count in men is falling in the "developed" world and not in the "developing" world? What are the implications for the future if the sperm count continues to decline?

Discussion topic for 07.02

Read the article at this link **https://www.alternet.org/environment/climate-change-refugees-face-militarized-borders**

Do you believe that people migrating for climate change reasons should be given refugee status? Why or why not? Do you think the United States should be willing to accept people into the country that are migrating for climate change reasons? Why or why not?

Discussion topic for 07.07

Read the article at this link: https://www.forbes.com/sites/kenrapoza/2017/02/21/chinas-aging-population-becoming-more-of-a-problem/#24cf7f0d140f

Speculate how the aging of China and the other demographic changes that are occurring in the country will impact your life.

Discussion topic for 07.09

This week in class, we will be discussing the urban transition. The U.S. and the other "developed" countries have already experienced their urban transition. However, much of the rest of the world is now urbanizing very rapidly. Read these two articles **https://www.theguardian.com/cities/2018/mar/19/urban-explosion-kinshasa-el-alto-growth-mexico-city-bangalore-lagos**

https://www.theguardian.com/cities/2016/may/10/china-pearl-river-delta-then-and-now-photographs

Do you think the projected growth of the cities mentioned is sustainable? Think beyond environmental sustainability; think about things like infrastructure, the psychological experiences of people living in such large cities, economic sustainability, etc.

Discussion topic for 07.14

Read the article at this link **https://www.huffingtonpost.com/entry/is-marriage-an-outdated-tradition_us_58cc2d58e4b0e0d348b342ed**

What do you think? Is marriage outdated? Why or why not?

Discussion topic for 07.16

What do you believe will be the single most important demographic issue the world will face during your lifetime? How do you think this issue should be dealt with?

Rubric for class participation

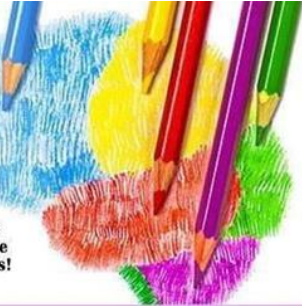| Criteria & Points Assigned	Missing or Seriou Problems	Below Expectations	Meets Expectations	Displays Leadership Behavior
Active participation /15	Absent Does not contribute	Few contributions; Seldom volunteers but responds to direct queries	Voluntarily contributes to discussion without prompting	Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic
Score:	0 to 3	4 to 7	8 to 12	13 to 15
Relevance of participation to topic under discussion /15	Contributions are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant to discussion	Contributions are relevant and promote in-depth analysis of material
Score:	0 to 3	4 to 7	8 to 12	13 to 15
Evidence of level of preparation /10	Not adequately prepared; Does not appear to have read the material in advance of class	Appears to have read the material, but not closely or did not read all material	Clearly read and thought about the material in advance of class	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned
Score:	0 to 2	3 to 5	6 to 8	9 to 10
Listening/ Cooperation /10	Inattentive or makes inappropriate or disruptive comments	Participates occasionally; Does not respond to contributions of others	Participates regularly without monopolizing; Listens and responds to contributions of	Models good classroom citizenship. Listens without interrupting. Responses to others are appropriate.

			others	Promotes active participation by others
Score:	**0 to 2**	**3 to 5**	**6 to 8**	**9 to 10**
Total points /50				

Class Rules:

Throughout the semester, we will be discussing many issues that have the potential to impact the rest of your life. Therefore, you must have the ability to analyze these issues critically to formulate your position on the topics discussed. Developing critical thinking skills on the issues discussed in class will also enable you to evaluate other topics and events as they occur. Each student in the course is expected to contribute to all of the class discussions

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The Ultimate Cheatsheet for
Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who
... benefits from this?
... is this harmful to?
... makes decisions about this?
... is most directly affected?
... have you also heard discuss this?
... would be the best person to consult?
... will be the key people in this?
... deserves recognition for this?

What
... are the strengths/weaknesses?
... is another perspective?
... is another alternative?
... would be a counter-argument?
... is the best/worst case scenario?
... is most/least important?
... can we do to make a positive change?
... is getting in the way of our action?

Where
... would we see this in the real world?
... are there similar concepts/situations?
... is there the most need for this?
... in the world would this be a problem?
... can we get more information?
... do we go for help with this?
... will this idea take us?
... are the areas for improvement?

When
... is this acceptable/unacceptable?
... would this benefit our society?
... would this cause a problem?
... is the best time to take action?
... will we know we've succeeded?
... has this played a part in our history?
... can we expect this to change?
... should we ask for help with this?

Why
... is this a problem/challenge?
... is it relevant to me/others?
... is this the best/worst scenario?
... are people influenced by this?
... should people know about this?
... has it been this way for so long?
... have we allowed this to happen?
... is there a need for this today?

How
... is this similar to _____?
... does this disrupt things?
... do we know the truth about this?
... will we approach this safely?
... does this benefit us/others?
... does this harm us/others?
... do we see this in the future?
... can we change this for our good?

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All students are expected to display appropriate classroom decorum. Late arrival, early departure, cell phone conversations, texting, personal conversation, headphones, reading newspapers or books from other courses, sleeping, etc. are inappropriate in this class. The Faculty and Professional Staff Handbook clearly states, "Any instructor may exclude from attendance any student who, in the instructor's judgment, has seriously impaired the class's ability to achieve the objectives of the course.

Incidents of academic dishonesty will be handled according to the guidelines established in the *Harpur College Faculty Academic Honesty Handbook*. (http://harpur.binghamton.edu/campus/ahh.html) Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com.

Course Schedule:

Population Geography, Summer Semester, 2020*

Week	Date	Day	Topic	Readings/Assignment Due
1	06/15/20	M	Course Introduction	Watch lecture and answer follow-up questions
1	06/16/20	T	What is Population Geography	Weeks: Chapter 1 Watch lecture and answer follow-up questions
1	06/17/20	W	Geographic Distribution of the World's Population and Global Variation in Population Size and Growth	Weeks: Chapter 2 Watch lecture and answer follow-up questions
2	06/18/20	R	Demographic Perspectives: Malthusian, Neo-Malthusian and Marxian	Weeks: Chapter 3 **Watch lecture and answer follow-up questions**
3	06/22/20	M	The Theory of Demographic Transition; Theories About the Consequences of Population Growth	Weeks: Chapter 3 Watch lecture and answer follow-up questions
3	06/23/20	T	Demographic Data/Census Geography and Census Data	Weeks: Chapter 4 Watch lecture and answer follow-up questions
4	06/24/20	W	Population Processes: Mortality	Weeks: Chapter 5 Watch lecture and answer follow-up questions
4	06/25/20	R	Population Processes: Mortality	Weeks: Chapter 5 Watch lecture and answer follow-up questions
5	06/29/20	M	Population Processes: Fertility	Weeks: Chapter 6 Watch lecture and answer follow-up questions
5	06/30/20	T	Population Processes: Fertility	Weeks: Chapter 6 Watch lecture and answer follow-up questions
6	07/01/20	W	Population Processes: Migration	Weeks: Chapter 7 Watch lecture and answer follow-up questions
6	07/02/20	R	Population Processes: Migration	Weeks: Chapter 7 Watch lecture and answer follow-up questions
7	**07/06/20**	M	**MIDTERM EXAM (Chapter 1 through 6)**	
7	07/07/20	T	Population Structure and Characteristics: Age and Sex	Weeks Chapter 8 Watch lecture and answer follow-up questions
8	07/08/20	W	Urban Transition	Weeks Chapter 9 Watch lecture and answer follow-up questions

8	07/09/20	R	Population Structure and Characteristics: Family Demography and Life Chances	Weeks Chapter 10 Watch lecture and answer follow-up questions
9	07/13/20	M	Population Structure and Characteristics: Family Demography and Life Chances	Weeks Chapter 10 Watch lecture and answer follow-up questions
9	07/14/20	T	Population and the Environment	Weeks: Chapter 11 Watch lecture and answer follow-up questions
10	07/15/20	W	Course Conclusions – What Lies Ahead?	Weeks: Chapter 12 Watch lecture and answer follow-up questions
10	**07/16/20**	R	**Final Exam**	

* Notice: The professor reserves the right to change the course content and schedule as deemed necessary