

Population 8 Billion: World Population Issues and Trends

GEOG 254 / ENVI 254

SPRING 2022; MWF 12:00-1:00

Instructor: Holly Barcus

Office: 104C Carnegie

Email: barcus@macalester.edu

Virtual Office Hours

M/W 4:00-5:00p.m.; Tu 9:00-10:00a.m. or by appointment

<https://tinyurl.com/OfficeHoursHolly>

Course Description and Objectives

In 1798 Thomas Malthus first argued that population growth would exceed food production, which in turn, would lead to widespread starvation. Today we still have not conclusively answered the very controversial question of whether the world is or is not “overpopulated”. Questions of resource availability and distribution, world fertility and mortality rates and increasingly, the redistribution of populations through international migration change the ways in which we consider this question. Contemporary perspectives call out “overpopulation” claims as colonialist and racist, pointing rather to the challenges of overconsumption as the root cause of resource degradation. We’ll tackle these questions and debates through a spatial lens that challenges us to think critically about old and new debates around population.

In this introductory population geography course we will explore global population trends and the various factors that influence the volume and distribution of populations across the globe focusing on both contemporary and historical population debates. Our objectives will be to understand the current spatial patterns of global human population distribution and how the primary components of population change (fertility, mortality and migration) differentially affect world regions. Contemporary population issues (global health, refugees, immigration, fertility choices and migration decisions) will provide the lens through which we begin to develop an understanding of the historical and, possibly, future trends and debates. We will examine these issues from both a macro and micro perspective. For example, we will consider migration flows such as those between Mexico-US, rural-urban migration in China, and transnational migration in Mongolia, seeking to better understand why individuals decide to move from one place to another and how changes in the global economy influence these decisions. Directed exercises and guest lectures will help you acquire the skills to measure and evaluate population structure and composition and independent projects will allow you to apply these skills to geographic areas of greatest interest to you, both locally and globally.

Learning Goals:

- To become more knowledgeable and proficient at assessing population statistics and information.
- To obtain greater appreciation for the complexity and diversity of perspectives pertaining to population dynamics
- To specifically understand the spatial and geographical approach to studying human populations.
- To develop as a writer.
- To think critically about contemporary debates surrounding population change.

Textbooks

- Newbold, K. Bruce. 2017. Population Geography: Tools and Issues, Third Edition. Rowman and Littlefield Publishers, Inc.

****Additional Readings will be available via Moodle or Library Reserves.*

Our Class Community

Courtesy – The first and most important classroom policy is to BE COURTEOUS! This includes:

- If you arrive late or need to leave early, do so with a minimum of disruption.
- Please turn-off all cell phones, etc. during class, and if applicable, on Zoom.
- Be polite when others are speaking, there is enough time to discuss all perspectives.

Course Information – A fair amount of course information will be disseminated via Moodle and email. Please be sure to check your Macalester email account and the course Moodle page regularly.

Office Hours – Office hours provide a great opportunity to discuss questions, issues, or concerns about the class or to just talk about our class. Feel free to “stop by” during office hours or schedule a different time to meet, if your schedule conflicts with the posted office hours.

Attendance - Attendance plays an essential role in learning; you are warmly invited, encouraged, and expected to attend all class meetings (whether in-person or virtual). Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another and foster understanding across a range of perspectives. Your presence in class matters.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Although I hope it isn't the case, those unavoidable circumstances may be more common during this time given that we are in the midst of a pandemic. If you will not be in class for any reason, it is your responsibility to inform me in advance via email. It is also your responsibility to make up work you missed in your absence. If you have accommodations, please discuss these with me early in the course to work out a plan that aligns with maintaining course expectations and learning goals.

Participation - Participation is distinct from attendance and is also an essential part of this course. In-class discussions (in-person or via Zoom), on-line discussion forums, responses to brief ungraded writing assignments, etc. will be factored into your participation grade. Engaging with the (real and virtual, synchronous and asynchronous) classroom space – including by helping to create an environment where all of us can learn and think well about one another – will also be factored into participation.

It is important to remember that we all have different styles of expression. If you have not been able to participate in a class discussion for any reason but want to demonstrate your active engagement, please send me an email after class with a comment or an idea you had that you would have liked to share, but were not able to during class.

This is an interactive course. Our days will be mostly oriented around in-class exercises and discussions. In this class I define participation as attending class regularly and on-time, asking questions, contributing to discussions, being prepared (this means doing the readings and exercises before coming to class) and generally being intellectually engaged in the material.

3 Questions: Asking questions following in-class presentations or guest lectures is an acquired skill. Such skills only improve with practice. 3 Questions challenges you to think about the questions you have about a presentation in this classroom. Questions can come in a variety of forms, for example, asking for clarification, or more information. Think critically, ask questions.

Students with any concerns, questions, or need for consideration for flexibility should connect with me as soon as possible to determine an appropriate plan.

Please note: It may be that illness or other unexpected situations will require you to be away for class for an extended period of time, necessitating that we consider the possibility of withdrawal or an incomplete. We will stay in contact, and will seek support from colleagues in Student Affairs and in Academic Advising, should that situation arise.

Academic Integrity Cheating and plagiarism are unacceptable and dishonest. In this class you are expected to complete and turn in your own work and to follow established academic practices regarding proper use and citation of materials and ideas that are not your own. Engaging in cheating or plagiarism will result in a failing grade in this class. More information is available about Macalester's academic integrity policy in the Student Handbook (www.macalester.edu/academicprograms/academicpolicies/academicintegrity/).

Recording Policy: If it becomes necessary to record our class sessions, for example if we must move to fully remote learning, I will plan to record some of our synchronous class sessions in a manner consistent with [Macalester's classroom recording policy](#). I will share these recordings in a password-protected (and not public) place. If you download any class recordings, you must store them in a password-protected file or on a password-protected site. Please note that the recording policy clearly states that ***you may not share, replicate, or publish any class recording, in whole or in part, or use any of the recordings for any purpose besides knowing what happened during the class period, without my written approval.*** If I use any recorded content from any of our classes for purposes beyond our class, I will – in accordance with the policy – obtain your written permission to do so.

Health and Well-Being: Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

If you do not feel well or are exhibiting any symptoms of COVID-19, please do not come to class. If you are too ill to participate at all, see attendance and participation policy. Please use your best judgement – you know yourself best and should care for yourself and know that I am here to support you.

Please adhere to the [Mac Stays Safer Community Commitment](#), which outlines practices to maintain your own health and that of others around you: wear a mask, wash your hands frequently, use hand sanitizer when handwashing is not available.

Supporting Student Learning: In some circumstances, course design may pose barriers to a student's ability to access or demonstrate mastery of course content. If you are encountering barriers to your learning that we can mitigate, please bring them to my attention. Reasonable

accommodations are available for students with documented disabilities. Contact the Disability Services office by emailing disabilityservices@macalester.edu, or calling 651-696-6874 to schedule an appointment to discuss your individual needs. It is important to meet as early in the semester as possible; this will ensure that your accommodations can be implemented early on.

Grading & Assessment

Attendance

Attendance will be taken during each class period. Your attendance counts towards your participation grade. If you miss a class it is your responsibility to make-up any assignments or work that you missed. I do ask that you *PLEASE BE ON TIME* to avoid disrupting the class. More details are provided in the previous section.

Discussion, Readings, and Class Participation

Participating in class is an important component of your grade. You should attend each class period and be prepared to discuss the weekly readings. Please complete the readings before coming to class. I frequently call on students to give a brief overview of an article that we've read or respond to specific questions about a reading. By taking notes while you read the assigned articles and books you will be more prepared to participate in discussion.

The core population processes, fertility, mortality and migration, are highly varied and complex. It is my goal to introduce and include, as much as I possibly can, a wide range of perspectives on these topics. This includes historical, contemporary, Global North, Global South, politically and culturally diverse perspectives. Engaging with these different perspectives fosters intellectual growth and a broader understanding of world views. I invite and challenge you to embrace this intellectual journey and welcome you to contribute additional readings or media that highlight new or alternative perspectives.

Short Writing Assignments

As part of the WA Requirements for this course, you will over the course of the semester, complete a series of relatively short writing assignments. These assignments are ungraded but you will receive feedback on your writing so that you can improve your writing skills. Revisions of the short assignments will be the basis of your Writing Portfolio, which will be graded. A brief description of each short writing assignment is below. You will receive more explicit instructions and details about each assignment as we progress through the semester.

1. Population Concepts Exercise: This is an exercise designed to help you understand basic statistical measures of population growth and change. This assignment is a combination of data assessment and short written responses.
2. Population, Environment, and Resource Assignment: This is a group assignment designed to highlight global population and resource issues and specific case studies. This is primarily an oral, rather than written, assignment.
3. Country Profile: The topics covered in this class often take a global perspective when defining trends and patterns of change. To add depth to our discussions and a sense of how varied and complex these generalized patterns are in reality, each of you will choose a country which you will profile over the course of the semester according to our topics. Each profile will document the circumstances of your chosen country. There are three short, two-page essays in which you will provide country-specific overviews based on assigned topics. These topics might include assessing current population issues, fertility, mortality, or migration circumstances in your chosen country.

Final Short Research Paper

This is a longer writing assignment, 6 pages, based on a population topic of your choice. Specific details will be discussed in class. The draft of the paper is ungraded but the revised final version will be part of your Writing Portfolio, which is graded.

Writing Portfolio (graded)

The Writing Portfolio consists of revised versions of two Country Profile essays (of your choice) and your revised final short research paper. More information will be forthcoming as we progress through the semester.

Exams (graded)

Exams will consist of short answer, essay, and applied problem-solving questions. There are two exams in this course. Each exam covers lectures, readings, guest lectures and any additional material that we have discussed in class. Exams are in-class and timed. They are “open book” but you are strongly encouraged to study the material so that you are able to complete the exam during the class period.

Make-up and Late Assignments

Exams: Students are expected to take exams at the scheduled time. If extreme circumstances make it impossible to take an exam at the scheduled time, please notify me as far in advance as possible or as soon as possible after an unanticipated emergency.

Assignments: Late assignments are accepted (see Contract for B stipulations). However, this constitutes “breaking” the Contract for B, unless you use a Wellness Pass. Regardless of the situation, all late assignments will be graded at the end of the semester.

Inclusivity and Safe Spaces

In this class we will discuss a wide range of issues. Some of these issues are challenging. I am committed to providing a safe and equitable learning environment that welcomes and supports everybody. We all bring our own life experiences to class. These differences provide an opportunity to see the world, and specifically the topics in this class, from a wide range of perspectives. I aim to include all of these perspectives, respectfully, realizing that we all need safe places to learn about the world. I also recognize that some of the issues may be a trigger for you as an individual. If you encounter a topic that you feel is too challenging to engage with, please let me know. I don’t need to know the details, I just need to know how to accommodate your needs. Please know I’m open to these conversations and adjustments and encourage you to take the very best care of your mental, emotional and physical health.

CONTRACT FOR B

This semester I am adapting this course to a “Contract for B” grading arrangement. In this arrangement, you will earn a B in the class if you complete the following tasks:

- 1) Attend class each day and come to class prepared. Being prepared means that you have read the readings or completed the tasks listed in the syllabus and are ready to discuss the materials.
- 2) Participate in class. This includes active listening, engaging in discussions and contributing to any group or individual presentations that are assigned.
- 3) Turn in all assignments on time. This includes exams.

Wellness Passes: We are all not at 100% every day and some days we need a break. I understand that this is not your only class or commitment, it might not even be a priority in the broad scheme of life. And even if it is a priority, sometimes life, including illnesses, get in the way of giving 100%. To help you meet your Contract for B requirements, you are allocated 4 Wellness Passes. Wellness Passes can be used for the following:

- 1) 1 Wellness Pass = An absence from class OR an extension on an assignment. This means that you, in principle, could be absent 4 times without penalty, or have 4 assignment extensions without penalty. Or two of each, etc.
- 2) You may NOT use a Wellness Pass on exam days or days that you are assigned to present to the class. This includes the Resources presentation and your Final Paper presentation.

How are assignments “graded” if I want to earn a grade higher than a B?

- 1) Exams: All exams are graded. You will receive a letter grade for each exam. If you complete the exams, you have fulfilled your obligation to the Contract, meaning that you will not receive lower than a B in the class (assuming you fulfill all other parts of the Contract).
- 2) Short Writing Assignments:
 - a. All writing assignments are given a √-, √, or √+. No points or grades are assigned for the initial drafts.
 - i. √- = Assignment was turned in but is missing substantive parts.
 - ii. √ = All parts are complete.
 - iii. √+ = All parts are complete and well-done.
- 3) Final Paper: The *draft* of your final paper is given a √-, √, or √+.
- 4) Writing Portfolio: The Writing Portfolio is graded and is due at the end of the semester. It includes the following:
 - a. 2 revised Country Profile Essays. You will receive feedback on each of your original essays. The revised essays for your Portfolio should reflect your attention to improving the quality of your essay. Each will receive a grade based on revisions and improvement in writing.
 - b. Final Draft of your Final Paper. Like your CP Essays, you will receive feedback on your Final Paper Draft. The Final Paper will be graded as part of your Writing Portfolio.
 - c. Exceeding expectations and showing writing improvement on these final drafts are required to earn higher than a B.

Contract for B Grading:

A/A-/B+ = All Contract requirements have been met AND grades on Exams and Writing Portfolio exceed 85% (B). Earning a grade higher than a B on writing assignments requires excellence in writing and improvement of writing. This can be achieved by submitting final versions of writing assignments in the Writing Portfolio that demonstrate improvement through revision on the final version of writing assignments submitted in the Writing Portfolio. Grades of A or A- are earned by exceeding expectations on graded assignments.

B = All Contract requirements have been met.

B- and below = Contract requirements have NOT been met. A grade, lower than a B, will be assigned based on work completed.

Grading Scale – based on 500 points. Students who fulfill the Contract for B criteria will receive a B in the class.

200 = Exams (2 @ 100 points each)

200 = Writing Portfolio (Final paper = 100 pts; Each CP Essay = 50 pts)

100 = Attendance & Participation

A = 94+

B+ = 87.0% - 89.9%;

C+ = 77.0% - 79.9%;

D+ = 67.0% - 69.9%;

A- = 90.0 – 93.9%

B = 83.0 – 86.9%;

C = 73.0 – 76.9%;

D = 63.0 – 66.9%;

B- = 80.0 - 82.9%

C- = 70.0 – 72.9%

D- = 60.0 – 62.9%

General Schedule: Dates are approximate – we will adjust as needed.

SECTION 1: THE BIG PICTURE

Week	Date-Day	Topic	Readings	Assignments
1	Jan 21 F	*Virtual* Welcome! Please review the assignments for today posted on Moodle, and come to class prepared on Monday. I'm looking forward to meeting you in person!		
2	Jan 24 M	*In-Person* Introductions! Course overview and logistics	Barcus & Halfacree, Ch 1	**Complete Reflection Exercise; Bring Population Topic to class
	Jan 26 W	Population Geography - Framing Our Inquiry	Newbold, Ch 3, 59-80	Country Profile (CP) selection
	Jan 28 F	Population Concepts: Measuring Population		
3	Jan 31 M	Demographic Transition **Overview of Resources Exercise	Newbold, Ch 1, 15-36	
	Feb 2 W	Documentary		Population Concepts Exercise due
	Feb 4 F	“Over” population discussion	Creeley 2021 Dyett & Thomas 2018	
4	Feb 7 M	Documentary	Newbold Ch 11	
	Feb 9 W	Population & Resources: Discussion	Najam 1996 Stallard and Song, 2021	CP Country Overview Essay due
	Feb 11 F	Workday for Resources presentations		

5	Feb 14 M	Resource Presentations		
	Feb 16 W	Resource Presentations		
	Feb 18 Fr	TBA		
6	Feb 21 M	Exam 1 Review & catch-up		
	Feb 23 W	EXAM 1		

SECTION 2: PROCESSES OF POPULATION CHANGE: FERTILITY, MORTALITY, MIGRATION

6 **AAG NEW YORK (Feb 25- Mar 1)	Feb 25 F	Fertility and Births: The concept of <i>lifecourse</i>	Newbold, Ch 4 Fertility, 81-101 Dimock 2019		
	7	Feb 28 M	Fertility, Family Planning & Children (Discussion)	Abbott, Brianna, 2019 Gallagher, James 2018 Schwartz, 2011 Jones, 2021	Research Topic due
		Mar 2 W	Geographies of Mortality, an overview		
8	Mar 4 F	Guest Lecture: Prof. Eric Carter "Population control, public health, and development in mid twentieth Century Latin America"	Carter 2018		
	Mar 7 M	Geographies of Maternal Mortality and Health			
	Mar 9 W	Discussion	Newbold, Ch 5, 103-131 The Opiod Crisis in the U.S. 2018	Outline & Working Bibliography	

			Kristof and WuDunn 2009	
	Mar 11 F	TBA		
9	SPRING BREAK!! MAR 12-20			

10	Mar 21 M	Catch-up and Review / Writers Workshop		
	Mar 23 W	Geography Collective Reading & Discussion https://geography.utk.edu/about-us/faculty/dr-latoya-eaves/	Eaves, TBA	CP Fertility OR Mortality Essay due
	THURS MARCH 24: Lanegran Days Speaker: Dr. Latoya Eaves (more details announced soon!)			
	Mar 25 F	Global Migration and Migration Decision-Making	Newbold, Ch 7, 157-188	
11 **Mar 29-31 Holly South Dakota	Mar 28 M	Transnational migration: Kazakh diaspora in Mongolia	Barcus & Werner 2010	
	Mar 30 W	Migration & Immigration	TBA	
	Apr 1 F	Migration & Immigration	TBA	
12 **Asia Network Apr 8-10	Apr 4 M	IDPs and Refugees	Newbold, Ch 8	
	Apr 6 W	Internal Migration	Newbold, Ch 6	CP Migration Essay
	Apr 8 F	Writers Workshop		
13	Apr 11 M	Internal Migration in the United States	Dougherty 2017 Fry 2020	
	Apr 13 W	<i>GEOGRAPHY HONORS DAY WITH PRESENTATIONS</i> No class. Please attend the Honors Day Presentations!		Draft research paper due
	Apr 15 F	Climate Migration	Tempus 2020	

			Poushter& Huang 2020 Boyd 2019	
14	Apr 18 M	TBA		
	Apr 20 W	EXAM 2		
	Apr 22 F	Writers Workshop		
SATURDAY, APRIL 23: MUGS Conference, Gustavus Adolphus College				
15	Apr 25 M	FINAL PRESENTATIONS (7)		
	Apr 27 W	FINAL PRESENTATIONS (7)		
	Apr 29 F	FINAL PRESENTATIONS (7)		
16	May 2 M	FINAL PRESENTATIONS (7)		
FINAL EXAM PERIOD	May 6 (FRIDAY) 10:30a.m. – 12:30 p.m.	FINAL PORTFOLIOS DUE at 12:30 p.m. to Moodle DROPBOX		FINAL EXAM PERIOD