

**Course Syllabus**  
**GOG 344Y: WORLD POPULATION**

Spring, 2017  
Professor: Youqin Huang

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CLASS LOCATION:	BB 213
CLASS HOURS:	TTh 1:15 –2:35 pm
OFFICE HOURS:	TTh 2:45 – 3:45 pm (AS 215) and by appointment
EMAIL:	<a href="mailto:yhuang@albany.edu">yhuang@albany.edu</a>
WEB PAGE:	<a href="http://www.albany.edu/~yhuang/GOG344_WorldPopulation.html">http://www.albany.edu/~yhuang/GOG344_WorldPopulation.html</a>

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***This course satisfies the “Oral Discourse” and “International Perspectives” of the General Education requirements.***

## 1. DESCRIPTION

This course offers an in-depth introduction to the field of demography. Specially, it introduces main demographic concepts, theories and debates, offers an overview of world population pattern, examines population processes and structure, and studies the impact of population on development and environment. Through case studies and debates, this course offers diverse demographic perspectives and tools (terminologies, methodologies and theories) to analyze population in both developed and developing countries. After taking this course, students would develop their own demographic perspective to facilitate their understanding of the world.

## 2. COURSE OBJECTIVES AND GENERAL EDUCATION REQUIREMENTS

### **GOG 344Y fulfills the General Education requirements.**

After taking this course, students should be able to:

- Define main concepts and terminologies in population studies
- Describe the overall pattern of world population and regional variations
- Explain the change of population pattern at global and national level
- Describe major theories on population change and provide critical evaluations
- Critically assess the main demographic perspectives on population growth
- Explain the process of demographic transition
- Describe the history of U.S. immigration policy and related debates
- Describe and explain the pattern of immigration to the U.S. and its change
- Discuss major socio-economic and political issues from a demographic perspective
- Evaluate the impact of population growth on the economy and environment
- Assess demographic condition of a population and provide policy recommendations

### **GOG 344Y fulfills “Oral Discourse” of the General Education requirements.**

Two important components of this course are three debates and a research project presentation.

After taking this course, students should be able to:

- Make a PowerPoint presentation based on his/her own research
- Make a statement eloquently during a debate

- Appropriately answer questions during debates and the presentation
- Ask critical questions during debates and presentation
- Participate in group discussion and contribute to group activities
- Discuss news and daily events from a demographic perspective

**GOG 344Y fulfills “International Perspectives” of the General Education requirements.**

After taking this course, students should be able to:

- Utilize theories and analytic tools in demography to study population in any specific region or comparatively.
- Analyze population and related issues from different demographic perspectives
- Describe the reciprocal interactions between individual behaviors (in fertility and (im)migration) and population pattern at the national and global level
- Assess the impact of population policy on population and the society nationally and globally
- Evaluate how immigration policy in the US affect the global migration pattern
- Describe how the family planning program in China affect the world economy
- Evaluate how the aging population and population decline in developed countries affect the global economy

### **3. TEXTBOOK AND SUPPLEMENTARY MATERIALS**

Newbold, K. Bruce., 2014. Population Geography: Tools and Issues (**PG**). Rowman & Littlefield Publishers. ISBN-13: 978-1442220997 (**Required**)

Newbold, K. Bruce. 2007. Six Billion Plus: World Population in the Twenty-first Century, Second edition. Roman & Littlefield. ISBN-13: 978-0742539297 (**optional, reference**)

Supplementary readings will be available on the class web site:

Malthus, Thomas, 1798. An Essay on the Principle of Population (chapter 1-2)

Hardin, Garrett, 1974. Lifeboat Ethics: A Malthusian View

Commoner, Barry, 1975. Poverty Breeds “Overpopulation”

Harvey, David, 1974. A Marxian Analysis of the Population-Resource Problem

Ritchie-Calder, Lord, 1974. UNICEF’s Response to Population Growth: Family Planning

Films: The Legacy of Malthus; Chinatown: Strangers in a Strange Land; La ciudad (The City)

Save the Planet, Feed the World; An Inconvenient Truth

### **4. COURSE DESIGN**

**The Approach:** This course adopts the **Team-Based Learning (TBL)** approach. Research shows that people learn best from concrete experience, interacting with texts and with other learners, engaging in challenging reading and writing tasks, being held accountable for their work and receive feedback on their progress. As a result, I have designed this course to provide all of those dimensions.

**The Process:** Instead of lectures, students will engage in intensive team-based in-class activities in teams that you will be placed on the first day of class and will stay in for the entire semester. Each team will have their own team folder, where you will record members’ attendance and the

team scores on assignments. Your interactions and performance in your team will be crucial to your success in the course. You are not required to collaborate outside of class, although you may choose to do so in preparation for certain assignments. In-class collaborations will include team quizzes and /or test questions, and assorted in-class tasks. There will be some mini-lectures to help fill in gaps in your understanding, but the majority of class time is used for team activities.

Class content will be divided into 7 units, with each unit focusing on one aspect of population. For each unit of study, we will go through a similar set of steps called **Readiness Assurance Process (RAP)**:

**a) Readings**

You will read designated chapters for the unit **before the unit begins** outside of the class. This is crucial for success in this class.

**b) Individual Readiness Assessment Test – iRAT**

The first in-class activity of each unit is the iRAT on the assigned readings. These tests take the form of 10 multiple choice questions on the main ideas/concepts of the reading.

**c) Team Readiness Assessment Test – tRAT**

After iRAT, the same test will be taken again by teams. Students will discuss questions as a team and choose answers for questions. You will know immediately what you received on each assessment. Team scores will be posted on the white board so teams can monitor one another's performance.

**d) Appeals**

After tRAT is completed, teams can appeal any question they missed on the team test due to ambiguity in reading or question itself. Appeals have to be in writing and by a team (instead of individuals). This is an open-book process in which teams can submit any reason they have for arguing that their answer should be considered 'correct' rather than 'wrong'.

**e) Instructor Feedback**

I will provide instant feedback to your questions and confusions. Mini-lecture may be given to help clarify concepts/methods.

**f) Applications**

As the unit progress, you will continue to read the text, and engage in in-class and out-of class activities, both on your own and as a member of your team. Most of the class time will be devoted to team activities that will allow you to apply the material learned from the readings/mini-lectures. Participation in these activities is very important for you and your teammates' success.

**g) Assessment**

Exams will be given at the end of every two or three units.

## **5. COURSE REQUIREMENT AND GRADING**

Individual tasks: iRATs, film quizzes, position papers, research paper.

Team tasks: tRATs, several in-class assignments, debates, peer evaluations.

### Individual

iRAT	8%
Film quizzes	5%
Three exams	30%
Position papers	12%
Research paper	20% (16% paper, 1% proposal, 3% presentation)
Interviews	Extra credit (2%)

### Team

tRAT	10%
Team activities/debates	10%
Team member performance	5%

### **Please Note:**

**RATs:** RATs include multiple choice questions on readings. You will take RAT twice: once as an individual and once as a team. Because the process of completing the RAT as a team is essential to the experience of the course, there will be no opportunities for make-up RATs except in extreme circumstance. You will have the option of dropping your lowest iRAT score at the end of the semester; this may be used to accommodate an absence or a poor performance.

**Film quizzes:** There are several film quizzes. They are due, in class, exactly one week after the date the film is assigned.

**Exams:** Exams are composed of short-answer questions. No early or make-up exams will be given, except under extreme conditions or emergencies beyond your control, in which case a written request must be submitted together with documentation (e.g. physician's note) as early as possible.

**Debates:** There are three debates. You will choose a role of your interest in the week before the debate. To prepare for the debate, you should read related readings and conduct additional research. You need to write a position paper (2-3 pages) for each debate, presenting your main arguments and supporting evidences. You are encouraged to present your arguments to your teammates who will provide suggestions for you to revise your arguments and position paper. You turn in your revised position paper right after the debate. Credits are determined mainly according to your preparation for and performance during the debate. You will not get credit if you turn in the position paper but are absent from the debate.

**Research proposal, paper and presentation:** The paper (individual) and presentation (team) should be based on the research that you have conducted to answer specific research questions. Each team choose a country/region, and each team member research on a significant population issue in the country/region of your choice. You are encouraged to choose any population topic that interests you, analyze the issue, and link your analysis to the theoretical framework discussed in class. Some topics from previous classes include: the role of the Catholic Church in population growth in Latin America; zero population growth in Italy and its impact on economy; why does infant mortality rate remain high in the United States? How has the baby boomers changed the American society? Explain the influx of Mexican immigrants from a demographic perspective; women's status and fertility behavior in India; one-child policy and its social and economic implications in China; the demographic and socio-economic impact of HIV/AIDS in Botswana. You should consult with the instructor and do a considerable amount of research and reading

before deciding a topic. The textbook also has many case studies that may provide ideas for a suitable topic or region. After conducting preliminary research, you need to turn in a 1-2 page proposal to identify the research question, and how you will answer it. I will provide comments.

Your research may include but is not limited to library research, collection of primary and/or secondary data, analysis of relevant data, interpretation of results and findings, and other insights and observations. Your paper should be informative, and should seek to demonstrate originality and insights. It should not be merely an account of the issue at hand, but should also address its theoretical and contextual roots. A descriptive style is discouraged and you should be analytical. Organize your paper and presentation in a logical and cohesive manner. The paper should include at least three main sections: 1) an introduction section where you state your research question, the significance and context of the research, the goal of this paper and the organization of the paper; 2) the main body section where you analyze your research question, state your arguments, and use empirical evidences to support your arguments. Meanwhile you can analyze the opposing arguments and discuss why they are not viable. You should position your research in the theoretical framework we discuss in class, and appropriate theories should be applied in relation to your arguments; 3) the conclusion section where you summarize your main findings, offer policy recommendations, and further discuss related issues and problems. Visual aid with figures, tables and pictures is encouraged. All standard bibliographic styles are acceptable, so long as you provide complete information about the sources. The paper should be typewritten and no more than 10 double-spaced pages (excluding tables and graphics if applicable).

The team presentation should be about 15-20 minutes. Depending the size of your team, each member may only have a few minutes. You are encouraged to practice your presentation with your teammates for comments before the formal presentation in class. Peer-evaluation of the presentation will be involved.

***Interviews/Reports:*** To earn extra credits, you can conduct two interviews: one on family decision and the other on immigration decision. For the former, you can interview a mother regarding why she decided to have one or more children, and place her decision-making in the theoretical debates discussed in class. For the latter, you can interview an immigrant about his/her immigration experience, and apply one or more theories on migration to explain his/her decision. You need to write a 2-page report to analyze his/her decision-making and choose theories that can be applied to the case, and share your interview with the class.

***Team activities:*** While some team activities are not grade, some are graded. There are no make-ups for in-class team activities.

***Team member performance:*** Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance three during the semester, based on your attendance, preparedness, and in-class participation. Only the third evaluation is counted towards the final grade.

## 6. COURSE POLICY

***Attendance:*** you in-class performance is crucial to your success in this course. While attendance itself is not graded, but graded in in-class tests and activities that constitute an important part of the course grade. Keeping a satisfactory final grade is impossible without consistent attendance.

Missing class will automatically earn the absent student '0' for RATs and class activity. No make-up for missed in-class RATs and team activities except in documented cases of extreme extenuating circumstances.

Missing an assignment or activities that happened at the beginning of class before you arrive or at the end of class after you leave early will also earn a "0", and there will be no make-up opportunities. **If your schedule for work or other obligation conflicts with this class, and you know that it will be difficult for you to consistently get to class on time and stay for the entire period, you should drop this course and take it at a later date when your life's circumstances are more manageable.**

**Late submission:** Homework assignments turned in on the due date are eligible for 100 point. If you choose to turn it in after the due date, but within 48 hours, it will be eligible for 80 points. Assignments turned in after 48 hours will be eligible for 50 points. Assignments turned in after 72 hours receive no points, but I will give feedback.

**Make-ups:** there are no make-ups for in-class tests and activities, but you can drop your lowest iRAT score. Generally there is no make-ups for exams as well, except under extreme conditions or emergencies beyond your control, in which case a written request must be submitted together with documentation (e.g. Physician's note) as early as possible

**Plagiarism and cheating:** the instructor is required to report any student behavior that has the appearance of cheating or plagiarism to the graduate dean. Penalties can be quite severe, and can include 1) failure of course; 2) suspension from the university; 3) expulsion from the university; 4) a notation in your permanent transcripts. You cannot afford to enter professional life with any of these stains on your permanent record.

- In individual test/quiz situations, please keep your eyes on your own work
- In individual assignments, make sure you do your own work
- In papers, makes sure you properly cite and document any sources from which you have borrowed ideas or language, including books, journal articles, magazines, and the internet. Any information cited from these sources should be acknowledged with both in-text citation and full reference at the end of the paper.

**TENTATIVE SCHEDULE**  
(Subject to change based on progress)

Unit	Date	Topics	Readings	RATs	Important dates
0	1/24-1/26	Introduction		#0	
1	1/31-2/02	Population Pattern, data	PG: intro, 1, 2	#1 (1/31)	
2	2/07-2/14	Theory of Population Change	Supplementary readings Film: <i>The Legacy of Malthus</i>	#2 (2/7)	Film#1 assigned (2/7) Debate sign up (2/7)
	2/16	Debate #1			Debate paper due
	2/21	<b>Exam #1</b>			
<i>Peer Evaluation</i>					
3	2/23-3/07	Fertility and Mortality	PG: 4, 5	#3 (2/23)	Interview #1 assigned (2/23)
4	3/09	(Im)migration	PG: 6, 7, 8	#4 (3/09)	Film#2 assigned (3/09); Research proposal assigned
	3/14-3/16	<b>Spring Break</b>			
	3/21-3/28	(Im)migration			Research Proposal due (3/23); Film#3 assigned; Debate sign up (3/23); Interview #2 assigned
	3/30	Debate #2			Debate paper due
	4/04	<b>Exam #2</b>			
	4/06	No class (AAG)			
	4/11	Passover			
5	4/13-4/20	Population structure	PG: 3, 9	#5 (4/13)	Interview#2 due Film#4 assigned
6	4/25-4/27	Issues and policies	PG: 10, 11, conclusion	#6 (4/25)	Debate sign up
	5/02	Debate #3			Debate paper due
7	5/04-5/09	Presentations			
	5/11	<b>Reading day</b>			Research paper due
	Exam schedule	<b>Exam #3</b>			
<i>Peer evaluation (graded)</i>					