

**San José State University**  
**College of Social Sciences/Geography & Global Studies**  
**Geography 121/Environmental Studies 121:**  
**Population & Global Change, Section 1 Spring, 2017**

**Course and Contact Information**

<b>Instructor:</b>	Maureen Kelley, PhD
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<b>Office Hours:</b>	Mondays & Wednesdays 1345 to 1445, and by appointment
<b>Class Days/Time:</b>	Mondays & Wednesdays for posts
<b>Classroom:</b>	Online with one week of face-to-face interaction in Week 5
<b>Prerequisites:</b>	Upper division standing

**Course Format**

This course will be taught as an on-line course. Submission of two research papers, three exercises, and active participation on the Canvas website will be used as a basis of grading. There will be one week where we will meet as a class during Week 5.

**Course Description**

*Impact of population changes on countries, regions, and their environments. Demographic comparisons of developed and developing societies from perspectives of land use, economics and politics.*

The purpose of this course is to examine, analyze, and comprehend the connections between human populations at all scales and influential or influenced global, regional, and local changes that are themselves taking place within the human environment. We will investigate historical, current, and future conditions. Readings, on-line discussions, and films will be used to gain an understanding of the human condition.

**Learning Outcomes and Course Goals**

**Course Learning Outcomes (CLO)**

At the end of the course students should be able to:

**CLO1: Describe the transitional processes and characteristics of human populations in the historical context, modern world, and future scenarios.**

- Assignments: Papers—1 & 2; Exercises—1 & 2

**CLO2: Understand and describe the physical, biological, ecological, personal, social, and cultural practices that shed light on the relationship between human populations and the environments upon which we depend.**

- Assignments: Papers—1 & 2; Exercises—3

**CLO3: Demonstrate understanding of and ability to analyze demographic data and spatial relationships.**

- Assignments: Papers—1 & 2; Exercises—1 & 2

## **Required Texts/Readings**

### **Textbooks**

McMichael, T. (2004). *Human frontiers, environments and disease: Past patterns, uncertain futures*. Cambridge, UK: Cambridge University Press.

The text's hardbound ISBN is 0-521-80311-X. The paperback ISBN is 0-521-00494-2.

Students can purchase the text at booksellers such as Barnes & Noble or Amazon. The text is also available in an Amazon Kindle version. There is a pdf version of the text on the Internet at <http://marno.lecture.ub.ac.id/files/2012/06/LINGKUNGAN-DAN-PENYAKIT.pdf>.

Poston Jr., D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography, 1<sup>st</sup> ed.* Cambridge, UK: Cambridge University Press.

The text's hardbound ISBN is 978-0-521-87287-4.

Students can purchase or rent the text at booksellers such as Barnes & Noble or Amazon. The text is also available in an Amazon Kindle version.

### **Required Readings**

Grimm, N. B., Faeth, S. H., Golubiewski, N. E., Redman, C. L., Wu, J., Bai, X., & Briggs, J. M. (2008). Global change and the ecology of cities. *Science*, 319. doi: 10.1126/science.1150195

Levitt, P. (2001). Transnational migration: taking stock and future directions. *Global Networks*, 1. doi: 10.1.1.198.9268

Monastersky, R. (2015, March 11). Anthropocene: The human age. *Nature*, 519. Retrieved from <http://www.nature.com/news/anthropocene-the-human-age-1.17085>

### **Other technology requirements/equipment/material**

Computer internet access is essential for accessing materials and uploading assignments on Canvas. All assignments must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft Word Document format (.doc) only.

Access to a spreadsheet application, such as Microsoft Excel or Apache OpenOffice, is also vital if students wish to analyze demographic data on their own. Otherwise, one week will be available for students to access the Geospatial Laboratory in Washington Square Hall 113 during Week 5 of the semester (see course schedule for details).

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University policy F69–24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Correct use of English and proper terminology for this field is a fundamental requirement for your papers to be graded.**

If errors in English make it difficult for me to understand your sentences or excessively slow me down to mark your technical error; then your papers will be returned to you for further work on its English. Your grade for the paper will be deferred until it is resubmitted with corrected English.

I am your target audience. Therefore, I expect a formal tone from your papers: **no breezy style** and **no contractions**. Please refer to the Purdue Owl’s webpage on the appropriate use of language at <https://owl.english.purdue.edu/owl/resource/608/01/>. If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. A minimum of 10 errors per assignment will warrant a 10% reduction in grade. The first ten identified errors in spelling, syntax, and grammar will be noted on your document. Therefore, it is up to you to proofread your assignment prior to submission.

This instructor follows the American Psychological Association (APA) formatting and style guidelines; therefore, your written assignments must conform to APA standards. The Purdue Owl APA Guidelines regarding the proper formats and styles, <https://owl.english.purdue.edu/owl/resource/560/01/>, is a useful resource for general information. Any major violation in formatting, such as not using 12pt Times New Roman, will be rejected and your grade will be deferred until it is resubmitted using the proper APA styles.

If you have any questions regarding formatting and style forms, then please feel free to email me or contact the San Jose State Writing Center at <http://www.sjsu.edu/writingcenter/>.

### **Papers**

There will be two formal academic papers required for this course. The first paper will be a three- to four-page research paper investigating a demographic statistic of your choosing. The second research paper will be a six- to seven-page paper investigating any aspect of the human condition covered from Week 6 to 15.

The demographic research paper, Paper 1, will entail you to select a demographic statistic based on a geographic region (example: Sub-Saharan African adult AIDS deaths). You will describe the statistic and its importance to demography. You will explain the data distribution and describe the spatial distribution within the region; then try to explain the spatial patterns. The written assignment will be a multistep procedure where you will access demographic data from a reputable source, such as the Population Reference Bureau, United States Census Bureau, Central Intelligence Agency World Factbook, or United Nations population data websites. You are responsible for understanding the importance of the data statistic by conducting independent research. Your first exercise's results are designed to incorporate your analyses, data tables, and charts into your report. You will also be able to access or produce a basic map in order for you to explain the spatial patterns. You will be able to submit a draft of the report and get feedback before the assignment is finalized. The draft is worth 50 points, approximately 7% of your final grade, and the final paper is worth 100 points or approximately 14% of your grade.

The human-environment research paper, Paper 2, is designed to be your culminating experience in the course. You are free to choose a topic covered after Week 6. That is, any topic you are interested in from birth control to the future of the planet. Please submit a project proposal/abstract by the second week after Spring Break. This proposal is worth 50 points (7% of total grade). Undergraduate students must submit a proposal with reference to text readings and one peer-reviewed article or white paper to support your research. Graduate students must submit a proposal with reference to text readings and at least three peer-reviewed articles or white papers to support your research. A draft document is due approximately three weeks before the final paper and is worth 100 points (approximately 14% of final grade). The completed research paper is due on the last day of the course, 18 May 2017, at 5:00pm.

### **Exercises**

There will be three exercises and each is worth 50 points, approximately 7% of the total grade. The first exercise is designed to get you familiar with finding, analyzing, and charting demographic data. The exercise's results are designed so that you analyze your data using a spreadsheet; which you will perform basic statistical analysis, create a data table, and chart to incorporate in your demographic research paper. One week in the semester will be dedicated to performing this task, and I anticipate small group classes in WSQ113 (more details regarding the small classes and sign-ups by the third to fourth week of class).

The second exercise is an on-line group exercise/discussion tackling a worst-case scenario of 11 billion people by 2100 and you, playing the role of a demographer, nongovernmental organization member, or policy planner/politician, must propose policies to address world overpopulation. You and your teammates will have two weeks to develop an agreed upon policy.

The third exercise is a one- to two-page paper enumerating your current ecological footprint and discussing how you might change your day-to-day habits in order for you to lessen your impact on the natural environment.

### **Class Participation**

Active participation is a vital element of the course. This not only makes the class more interesting and enjoyable, but you are responsible for material on the discussion boards and you cannot earn an "A" without participating.

Quality participation also includes reading weekly assignments, downloading and reading lecture notes, watching videos, and being an active participant on Canvas. The majority of the participation points are earned by positively contributing to the discussion board regarding each question I pose regarding the day's readings or videos. The questions will be posted on the Canvas website on the Discussion Board. Class participation is worth 100 points total.

### Grading Policy

A strong performance in all areas of assessment is necessary to achieve the highest grade in this course. You will not be graded on attendance. However, it is not possible to do well if you are not digitally present on the discussion boards and not complete assignments and exercises.

Assignments not submitted on the due date and assigned time will be marked down. There will be a 2% reduction in grade for each calendar day that your assignment is late. Any assignment that is overdue by two weeks (four class meetings, 14 calendar days) is considered late and will receive a zero (0).

It is your responsibility to inform me in advance if you know you must miss class session for a valid reason. Do not assume that you can slack off for a few weeks and catch up at the end of the term because you will be sorely mistaken. Therefore, it is vital that you check in at least twice a week on Canvas. Contact me regarding emergencies as soon as possible—before an assignment is due rather than after it is already late—so special arrangements may be made.

### Extra Credit

There will be one extra credit assignment. The extra credit can be used once and only once. You are to find me in my office and ask, “I found you in your office, can I get my extra credit points?” This is worth 20 points.

### Grade Breakdown

Assignments	Points	Percent
Paper 1 first draft	50	~7
Paper 1	100	~14
Paper 2 proposal	50	~7
Paper 2 first draft	100	~14
Paper 2	150	~21
Exercises (3)	150	~21
Participation	100	~14
<b>Total</b>	<b>700</b>	<b>100</b>

### Letter Grades: Percentage Ranges & Point Ranges

Letter Grade	Percent Range	Points Range	Letter Grade	Percent Range	Points Range
A+	97.00 to 100.00	679.00 to 700.00	C+	77.00 to 79.99	539.00 to 559.99
A	93.00 to 96.99	651.00 to 678.99	C	73.00 to 76.99	511.00 to 538.99
A-	90.00 to 92.99	630.00 to 650.99	C-	70.00 to 72.99	490.00 to 510.99
B+	87.00 to 89.99	609.00 to 629.99	D+	67.00 to 69.99	469.00 to 489.99
B	83.00 to 86.99	581.00 to 608.99	D	63.00 to 66.99	441.00 to 468.99
B-	80.00 to 82.99	560.00 to 580.99	D-	60.00 to 62.99	420.00 to 440.99
			F	0.00 to 59.99	0.00 to 419.99

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### Class Protocol

We all want to be in a positive learning environment. Course content can be challenging. I expect everyone to be respectful of opinions, other students, and the instructor. I will make every effort to be prepared for class and be available during my office hours and via email for help.

I expect my students to be prepared for class, turn in assignments on time, and contribute to Canvas discussions a positive manner.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>”

## Geog. 121/Envs. 121 : Population & Global Change, Spring 2017

*(Schedule is subject to change with fair notice. Review Canvas Home Page for more information)*

### Course Schedule

Week	Date	Topics	Readings	Activities	Due
1	01/30	Introduction	Syllabus; Canvas web pages		
1	02/01	Introduction to demographics	Poston & Bouvier, Ch. 1	Video: <i>An Intro. to Demography</i>	
2	02/06	Intro. To demographics (con't)			
2	02/08	Data sources	Poston & Bouvier, Ch. 2	Paper 1: Demographics	
3	02/13	Demographics: Fertility	Poston & Bouvier, Ch. 3	Short Video: <i>The Birth Rate</i>	
3	02/15	Demographics: Mortality	Poston & Bouvier, Ch. 5	Short Video: <i>The Death Rate</i>	
4	02/20	Population distribution: Population pyramids	Poston & Bouvier, Ch. 8	Short Video: <i>Deciphering Population Pyramids</i>	
4	02/22	Population distribution	Poston & Bouvier, Ch. 11		Paper 1 draft
5	02/27	DATA ANALYSIS		Exercise 1: Demographic data analysis	
5	03/01	DATA ANALYSIS			
6	03/06	Birth control	Poston & Bouvier, Ch. 4		
6	03/08	Population policy	Poston & Bouvier, Ch. 13	Video: <i>NOVA—World in Balance</i>	Ex. 1
7	03/13	Human population over time	Poston & Bouvier, Ch. 9	Short Video: <i>World Population by the Billion</i> Exercise 2: Population policy	
7	03/15	Human population over time (con't)	McMichael, Chs. 1-2	Video: <i>NOVA—The Mind's Big Bang</i> Paper 2: Human population	Paper 1
8	03/20	Adaptations to the environment	McMichael, Ch. 3		
8	03/22	Infectious diseases	McMichael, Ch. 4		Ex. 2
9	03/27	SPRING RECESS			

Week	Date	Topics	Readings	Activities	Due
9	03/29	SPRING RECESS			
10	04/03	Agricultural revolution & disease	McMichael, Ch. 5	Video: <i>Birth of Civilization</i>	
10	04/05	Industrial revolution & disease	McMichael, Ch. 6		
11	04/10	Post industrial age & disease	McMichael, Ch. 7		
11	04/12	Modern life & diseases	McMichael, Ch. 8		Paper 2 proposal
12	04/17	Internal migration	Poston & Bouvier, Ch. 6	Short video: <i>Migration</i>	
12	04/19	International migration	Poston & Bouvier, Ch. 7; Levitt (2001)		
13	04/24	The urban landscape	McMichael, Ch. 9	Short Video: <i>Urbanization</i>	
13	04/26	The urban landscape (con't)	Grimm, et al. (2008)	Video: <i>The Truth About Climate Change, Part 2</i> Exercise 3: Your ecological footprint	Paper 2 draft
14	05/01	Global environmental change	McMichael, Ch. 10		
14	05/03	Global environmental change (con't)	Monastersky (2015)	Video: <i>Anthropocene</i>	
15	05/08	The future of the planet	McMichael, Ch. 12		Ex. 3
15	05/10	The future of the planet (con't)	Poston & Bouvier, Ch. 14		
16	05/15	Wrap-Up			
FINAL EXAM	05/18	<b>FINAL</b> <b>Final paper due</b>			Paper 2