

San José State University
College of Social Sciences
Geography 121/Environmental Studies 121:
Population & Global Change, Section 1, Fall 2019

Course and Contact Information

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|-------------------------|---------------------------------------------------------------------|
| Instructor: | Maureen Kelley, PhD |
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| Email: | maureen.kelley@sjsu.edu |
| Office Hours: | Mondays & Wednesdays 1330 to 1400 and by appointment |
| Class Days/Time: | Mondays & Wednesdays 1030 to 1145 |
| Classrooms: | Clark Hall 224 (Mondays) Washington Square Hall 113 (Wednesdays) |
| Prerequisites: | Upper division standing |

Course Format

This course requires Internet connectivity to access the Canvas Learning Management System as well as standard word processing and spreadsheet applications to perform assignments and upload as digital copies to Canvas. Please be aware you are responsible for saving your files on your personal computer or an external device or cloud service when using the geospatial laboratory.

Course materials are on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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 our influences on global, regional, and local changes that are taking place within the human environment. We will investigate historical, current, and future conditions. Readings and occasional video presentations, in-class and on-line discussions, as well as exercises and a final project 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.

- Exercises: 1, 3 to 5, 7 to 12

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.

- Exercises: 1, 3 to 5, 7 to 12

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

- Exercises: 2 to 6, 10 to 12

Required Texts/Readings

Textbooks

Weeks, J. (2016). *Population: An introduction to concepts and issues, 12th ed.* Boston: Cengage Learning.

The textbook's ISBN-13 number is 978-1-305-09450-5. The text is available through Amazon and VitalSource (<https://www.vitalsource.com/referral?term=9781305545090>) to rent or purchase.

Required Readings

Students are required to submit one article for class discussion. Article must be emailed to all via Canvas email one to two weeks prior to assigned discussion for course credit.

The following articles will have access links on Canvas.

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

Newbold, K. B. (2007). *Six billion plus: World population in the twenty-first century, 2nd ed.* Chapter 7. Oxford, UK: Rowman & Littlefield.

Ruddiman, W. (2013). The Anthropocene. *Annual Review of Earth and Planetary Sciences*, 41, 45–68. Retrieved from <https://www-annualreviews-org.libaccess.sjlibrary.org/doi/pdf/10.1146/annurev-earth-050212-123944>

Other technology requirements/equipment/material

- Word processing application
- Spreadsheet application

- Adobe Creative Suite utilizing Acrobat Reader (available as Adobe Creative Cloud for students)
- external USB flash drive
- Geographic information system (GIS) applications (optional)

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) unless otherwise specified.

Access to a spreadsheet and GIS applications are available on the Geospatial Laboratory computers in WSQ113.

Library Liaisons

The geography liaison at Martin Luther King Jr. library is Nyle Monday. He can be reached at nyle.monday@sjsu.edu. The data services liaison at the library is Kate Barron (kate.barron@sjsu.edu).

Please become acquainted with the library's Finding Data & Statistics website at <https://libguides.sjsu.edu/c.php?g=595729&p=4121467>.

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.”

Grading Information

Correct use of English is a fundamental requirement for your assignments to be graded. If a minimum of 20 errors in spelling, syntax, grammar, or other technical errors are detected, then there is an automatic 10% reduction in grade for all written assignments. Grading rubrics for assignments are on Canvas.

Formal academic writing guidelines are essential for this course. Please upload your assignments as either an MSWord document (.doc) or Portable Document File (.pdf) only.

All assignments must be written using formal academic writing styles conforming to standard guidelines:

- lastname first initial_ course number and semester_ assignment number (ie kelley_m_G121F19_paper.doc)
- Times New Roman 12pt normal font

- double line spacing
- 1" margin all around
- APA citation method
- reference page (anytime you cite other work)
- page numbers
- proper headings and enumeration styles (use style sheets and formatting styles)
- DO NOT add your student name/class/date heading on your assignments because the file name and date stamp on Canvas provides me with this information
- Do not include questions or prompts on assignments

If any of the above standards are not adhered to, then for each violation of a major bullet point a reduction of 0.1 point will be assessed from your total score. Refer to the [Purdue Owl General APA Guidelines](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) webpage at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for formatting cues.

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style** and **no contractions**. If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar.

Remember, the first 20 errors will be counted and an overall 10% reduction will be assessed on your assignment. Therefore, it is vital that you proofread your paper before you submit.

Refer to the writing guidelines in the Files folder for the class on Canvas

Final Project

The final project is designed to be your culminating experience in the course. You are free to choose a topic with my approval. You will be required to work on your project through out the semester and present on the day of the final. Please submit a project proposal by the fifth week of the semester. This proposal is worth 10 points (2% of total grade). Students are required to submit an annotated bibliography worth 25 points (5% of total grade) due by the ninth week of the semester. Undergraduate students must cite references to text readings or articles and two peer-reviewed article or white paper to support your research. Graduate students must use references to text readings and at least three peer-reviewed articles or white papers to support your research. A minimum of five sources must be submitted for the annotated bibliography. A draft document is due by the 13th week of the semester and is worth 40 points (8% of the final grade). A five-minute presentation on your final project will be due on the day of the final worth 25 points (5% of final grade). The completed paper/poster is worth 100 points (20% of final grade) and due on the last day of the course, 17 December 2019, at 5:00pm.

Exercises

There will be 12 exercises and worth a total of 150 points (30% of final grade). Many of the exercises are worth 5 points each and are designed to be hands-on and will be performed in the geospatial lab only. There will be no make-up for the labs that are designed to be done in-house based on the week's topic.

The fourth exercise is designed to have you compare and contrast population pyramids and is worth 10 points. Exercise 6 is a two-part data analysis/mapping process worth 50 points. The exercise's purpose is designed so that you gain practical experience analyzing, charting, and displaying spatial data using standard tools such as a spreadsheet and a geographic information system.

Exercises 9 and 10 are worth 25 points and are designed to have you analyze your ecological footprint the first week and present your results the second week.

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 discussed during class and you cannot earn an “A” without participating. Class participation is worth 100 points or 20% of your final grade, which 10 points out of the 100 points will be calculated based on your Canvas activities per week (Canvas interaction score). The first Canvas interaction is worth 7 points and are related to interacting with Canvas the first day. Subsequent participation scores will come from occasional on-line interactions (3 points each).

The Canvas interaction score (maximum 10 points) will be weighted based on the median score of all students in the class:

Weekly Weighted Score = Page Views + Participation + (Submissions + On-time Submissions – Late Submissions – Missing Submissions)

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

To be determined based on National Geography Awareness Week and National GIS Day activities. Extra credit will be worth 20 points and will be used once and only once.

Grade Breakdown

| Assignments | Points | Percent |
|--------------------|---------------|----------------|
| Exercises (12) | 150 | 30.0 |

| | | |
|-------------------------------------|------------|--------------|
| Article & Discussion | 50 | 10.0 |
| Paper/Poster Proposal | 10 | 2.0 |
| Paper/Poster Annotated Bibliography | 25 | 5.0 |
| Paper/Poster First Draft | 40 | 8.0 |
| Paper/Poster Presentation | 25 | 5.0 |
| Paper/Poster Final | 100 | 20.0 |
| Participation | 100 | 20.0 |
| Total | 500 | 100.0 |

Letter Grades: Percentage Ranges & Point Ranges

| Letter Grade | Percent Range | Points Range |
|--------------|-------------------|------------------|
| A plus | 97.00% to 100.00% | 485.00 to 500.00 |
| A | 93.00% to 96.99% | 465.00 to 484.99 |
| A minus | 90.00% to 92.99% | 450.00 to 464.99 |
| B plus | 87.00% to 89.99% | 435.00 to 449.99 |
| B | 83.00% to 86.99% | 415.00 to 434.99 |
| B minus | 80.00% to 82.99% | 400.00 to 414.99 |
| C plus | 77.00% to 79.99% | 385.00 to 399.99 |
| C | 73.00% to 76.99% | 365.00 to 384.99 |
| C minus | 70.00% to 72.99% | 350.00 to 364.99 |
| D plus | 67.00% to 69.99% | 335.00 to 349.99 |
| D | 63.00% to 66.99% | 315.00 to 334.99 |
| D minus | 60.00% to 62.99% | 300.00 to 314.99 |
| F | 0.00% to 59.99% | 000.00 to 299.99 |

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](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

Computer Use

You may use computers in the classroom only for class-related activities. These include activities such as taking notes on the current lecture, following the lecture on web-based slides that the instructor has posted, and finding websites to which the instructor directs students at the time of the lecture. Students using computers for other activities will be asked to refrain from that use and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course (such referral can lead to suspension from the University). Please show common courtesy to your instructor and fellow classmates and refrain from surfing the web or other non-course-related activities.

Geography Technology Laboratory Policies and Procedures

Eating and drinking are prohibited in WSQ 113. Eating and drinking are allowed in WSQ 111. Please clean up after yourself when using lab materials such as maps and graphic materials. Given that the lab is communal and there are a limited number of computers, priority is for students who are assigned for their specific lab time. Please be courteous to other students and lab instructors while in the lab.

Keep your work on your flash drive and do not manipulate the system in any inappropriate manner (changing backgrounds, viewing inappropriate websites, downloading or installing applications without permission, changing passwords, and other obnoxious computer hacks). Please inform the lab instructors of any computer-related problems—do not try to fix the problems yourself. There are no printing facilities in the lab so plan accordingly.

USB flash drives and external hard drives are allowed but must be scanned prior to lab use. All computers have antivirus software running. Please be wise and scan for viruses!

Please email me via Canvas mail system a picture of duck to show that you have read the document and understand the content.

Geog. 121/Envs. 121 : Population & Global Change, Fall 2019

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

| Week | Date | Topics | Readings | Activities | Due |
|------|-------|------------------------------|-------------------------------------|--------------------------------------------------------------|---------------------|
| 1 | 08/21 | Introduction | Syllabus; Canvas web pages | | |
| 2 | 08/26 | The Anthropocene | Monastersky (2015); Ruddiman (2013) | | |
| 2 | 08/28 | The Anthropocene | | Exercise 1 | |
| 3 | 09/02 | LABOR DAY | | | |
| 3 | 09/04 | Introduction to demographics | Weeks, Ch. 1 | Video: <i>An Intro. to Demography</i> Proposal | Ex. 1 |
| 4 | 09/09 | Demographic theories | Weeks, Ch. 3 | | |
| 4 | 09/11 | Global trends | Weeks, Ch. 2 | Short Video: <i>World Population by the Billion</i> | |
| 5 | 09/16 | Demographic data | Weeks, Ch. 4 | | |
| 5 | 09/18 | Demographic data | | Exercise 2 | Proposal |
| 6 | 09/23 | Fertility | Weeks, Ch. 6 | Short Video: <i>The Birth Rate</i> Annotated Bibliography | |
| 6 | 09/25 | Fertility | | Exercise 3 | Ex. 2 |
| 7 | 09/30 | Age & Sex | Weeks, Ch. 8 | Short Video: <i>Deciphering Population Pyramids</i> | |
| 7 | 10/02 | Age & Sex | | Exercise 4 | Ex. 3 |
| 8 | 10/07 | Health & Mortality | Weeks, Ch. 5 | Short Video: <i>The Death Rate</i> | |
| 8 | 10/09 | Health & Mortality | | Exercise 5 | |
| 9 | 10/14 | Pandemics | | Video: <i>Killer Flu</i> | |
| 9 | 10/16 | Data analysis & mapping | | Exercise 6 | Ex. 4 Anno. Bib. |
| 10 | 10/21 | Migration | Weeks, Ch. 7 | Short video: <i>Migration</i> | |
| 10 | 10/23 | Migration | | Exercise 7 | Ex. 5 |
| 11 | 10/28 | Urban | Weeks, Ch. 9 | Short Video: <i>Urbanization</i> | Ex. 6 |
| 11 | 10/30 | Urban | | Exercise 8 | Ex. 7 |
| 12 | 11/04 | Sustainability | Weeks, Ch. 11 | | |
| 12 | 11/06 | Your Ecological Footprint 1 | | Exercise 9 | Ex. 8 |

| Week | Date | Topics | Readings | Activities | Due |
|-------------|-------------|-------------------------------------------------------|-----------------|-------------------|----------------------|
| 13 | 11/11 | VETERANS DAY | | | |
| 13 | 11/13 | Your Ecological Footprint 2 | | Exercise 10 | Ex. 9 First Draft |
| 14 | 11/18 | The Future | Weeks, Ch. 12 | | |
| 14 | 11/20 | The Future | | Exercise 11 | Ex. 10 |
| 15 | 11/25 | Student-led discussions | | | |
| 15 | 11/27 | NON-INSTRUCTIONAL DAY | | | |
| 16 | 12/02 | Potential for Conflicts | Newbold, Ch. 7 | | Ex. 11 |
| 16 | 12/04 | Potential for Conflicts | | Exercise 12 | |
| 17 | 12/09 | Wrap-Up & Review | | | Ex. 12 |
| FINAL EXAM | 12/12 | FINAL PRESENTATIONS WSQ113 9:45 am to noon | | | |
| FINAL EXAM | 12/17 | Final Papers/Posters Due 5pm | | | Paper 2 |