



Class: T TH 2:00PM-3:15PM; Ellison Hall, Rm 2620
Labs/Discussion (only when announced in class!):
Th 11-12:50 or Wed 3-4:50; Ellison Hall, Rm 2620

CONTACT INFORMATION

Instructor

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Office hours: T 1-2PM; Th 12:00-1:00PM

Teaching Assistant (TA)

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T & Th 10-11PM

NATURE OF THE COURSE

Whether you are concerned with economics, politics, culture, or the environment, population dynamics play a huge role. Following millennia of relative population stability, the human population has exploded to over 6 billion persons. While the natural increase in the US and Europe is decreasing, the population of the developing world continues to swell. What will this mean for political stability in the Middle East, for deforestation in the Amazon, for economic development in China, for poverty in Africa? These are some of the watershed issues we face. To be better informed about these and other important phenomena, during this course, we will critically examine:

- the major concepts and basic tools of demography;
- key geographical and historical processes of population change: fertility, mortality, and migration.
- the socio-economic, political, and environmental causes and consequences of population dynamics in different world regions and over time (and the potential outcomes of various policy interventions).

COURSE OBJECTIVES

(IF WE ARE SUCCESSFUL IN THIS COURSE YOU WILL...)

Master the language and methods of Demography:

At a basic level: Knowledge and Comprehension

• You are conversant in the basic language and methods of demography. You correctly describe and accurately calculate population projections, age and gender composition, and fertility, mortality, and migration rates. You apply the appropriate demographic methods to questions of population change. You relate key historical and spatial patterns for each of the three major demographic processes.

-Can you do this? Good. You will pass the course!

Analyze and interpret interactions among population dynamics with a critical historical and spatial lens:

At a competent level: Application and Analysis

• You convincingly describe how the three components of population change (fertility, mortality, and migration) interact with each other and with age structure and composition. You are familiar with examples of population dynamics historically (e.g. the 1800s versus today) and geographically (e.g. Africa versus the United States) and you apply sufficiently advanced critical thinking to formulate reasonable hypotheses regarding when and where key population interactions are likely to occur and how changes in one process may affect changes in another. You provide key examples of the significance of each population change to society.

-Feasible? Congratulations. You have earned a B.

Critically evaluate interactions among human and physical geographical processes and population dynamics across time and space:

At an outstanding level: Synthesis and Evaluation

• You persuasively argue examples in which population processes can cause and be caused by

political, economic, and environmental processes. You compellingly predict how demographic and human and physical geographical processes operate differently over time and across space and how changes in one process may affect changes in another. Armed with knowledge culled and critical thinking skills developed during the course you cogently argue how other socio-economic, political, and ecological processes (possibly not covered in class) may relate to the three pillars (fertility, mortality, and migration) of population dynamics. You propose novel methodological and policy solutions to academic and empirical problems.

-Still with me? If you are successful with the above and you write with strong, clear, logically-structured prose with virtually flawless grammar, you will obtain an A. I believe each of you is capable of earning an A.

HOW WILL WE ACHIEVE THESE OBJECTIVES?

You will not sit passively while I lecture to you during each class period. Rather, several methods will be used during class time to maximize your mastery of the material. These could include:

- Lectures
- Discussions
- Debates
- Presentations
- Quizzes
- Activities
- Written and oral lecture summaries
- Laboratory assignments
- Writing assignments
- Analysis of videos on population

TO OPTIMIZE YOUR SUCCESS IN THIS COURSE YOU SHOULD:

Consistently attend classes and labs

Prepare for class by carefully completing assigned readings

Actively participate in class discussions and activities

Review your notes following each class

Understand course requirements; if unsure, ask.

EVALUATION

• Class participation and attendance are expected — studies indicate they are strongly correlated with course grade.

• Formal evaluation consists of:

• **Mid-term Exam** 20%

• **Final Exam** 30%

• **3 Lab Assignments** 20%

• **Papers/presentations (I encourage you to seek help at Campus Learning Assistant Services-building 477 & 300, ext. 3269-to improve your papers for this class and your writing skills for life!)**

- Undergrads: a 3-5 pg. double-space max. country comparison (20%) (presentations, team or individual, may comprise 5% of this grade).
- Grads: 7-10 page double-space max. term paper (20%) and 15 minute presentation (5%)

• **Attendance/effort/in-class assignments or quizzes**

- Undergrads (10%)
- Grads (5%)

Exams

- Exam material will come from all course sources including material covered in class, readings, labs, and videos. Exams will comprise a mix of question types including multiple choice, short answers, and brief essays.
- You will be evaluated on the exams based on the course objectives stated above in the syllabus. The exam questions will test you on the objectives and allow you to successfully demonstrate your mastery of them.

I include questions of different types because:

- 1) People learn, process, and communicate information differently. Different question types allow for different learning types to show their mastery of the material.
- 2) Posing varied types of questions better enables the TA and me to evaluate you based on the multi-leveled learning objectives stated in the syllabus. Recall that merely memorizing the material will earn you only a passing grade.

Examples of types of exam questions

• **Multiple Choice**

- _____ 1. The population of Santa Barbara in 2005 is approximately
a) 226 million b) 1.5 million c) 100 thousand d) 28 thousand e) none of the above

• **Short Answer**

_____ was the only ethnic group ever explicitly excluded by law from immigrating to the US?

• **Short essay**

Explain the demographic factors involved in Mexico's lower crude mortality rate relative to the US? What are potential political, economic, and environmental causes and consequences of this difference?

Class activities (e.g. discussions and debates)

- Be prepared for class activities.
- Share and explain your opinions.

- Don't dominate; be fair about the amount of time you take to speak.
- Back up your arguments with evidence.
- Disagree politely.
- Listen carefully to other opinions.
- Change your mind when another argument is more cogent than yours.
- Do not hesitate to ask for clarification.
- Make your points succinctly, avoiding repetition, and providing a choice example of your point.

Lab and Writing Assignments. I encourage you to seek help at Campus Learning Assistance Services. Writing tutors are available at the CLAS Bldg Building 477 and Building 300 near Girvetz Hall and the Old Gym. Phone: 3269 Web: www.clas.ucsb.edu.

To earn an A on writing and lab assignments do the following:

Fulfill task requirements.

- Basic instructions are followed and all tasks and questions are addressed (*It is amazing to me how many people fail to do this!*)

Use concepts appropriately and creatively.

- Population is central to your assignment, and historical and geographical examples are used to reach new insight on the subject.

Synthesize, interpret, and evaluate.

- You use population concepts to explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

Organize with logic and clarity.

- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences form the backbone of the work and introduce the body of each corresponding paragraph. Your prose is free of superfluous points and *non-sequiturs*.

Display accuracy and conceptual discipline.

- No conceptual, logical, or organizational errors are apparent. All factual information or opinions not produced independently by you are cited using MLA style.

Present your work flawlessly (or nearly so).

- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

POLICIES REGARDING LATE ASSIGNMENTS, MAKE-UP EXAMS, AND GRADING

- **Make-ups** may be allowed for excused work not completed— other means may also be devised to evaluate a student's overall course performance in those cases.
- **Late assignments:** Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.
- **Final Grade:** I reserve the right to alter exam and assignment grades. I pledge not to do so unless necessary and in consideration of the student's best interests.

READINGS

No single reading adequately covers the multiplicity of topics covered in the course. For that reason, readings will come from a text, a supplementary book, PRB reports, and from professional journals.

Required

- Peters, G. L. and R. P. Larkin. 2002. *Population Geography*, 7th Edition. Dubuque, Iowa: Kendall/Hunt Publishing Co. (available at the book store)
- Selected PRB *Population Bulletins*. These are located at:
http://www.prb.org/Template.cfm?Section=Population_Bulletin1&Template=/Population_Bulletin2.cfm
- *Population Handbook*: http://www.prb.org/pdf/PopHandbook_Eng.pdf.
- Selected Population Action International Publications. These are located at:
<http://www.populationaction.org/resources/publications/archive.htm>.

Other Possible Readings

Malthus, T. (1873). *An Essay on the Principles of Population*. New York, Random House. Pps. TBA

Boserup, E. (1965). *Population and technological change: A study of long-term trends*. Chicago, The University of Chicago Press. Pps. TBA

Dasgupta, Partha S. 1995. Population, Poverty, and the Local Environment. *Scientific American*. February 1995. Selected editorials and articles from the popular literature.

Additional reading for graduate students (suggested list, subject to change). Students will select an article on which they will take a lead in the discussion – or a pair of students will lead the readings for the week.

Mortality and Age and Gender Composition

Chesnais, C. Demographic Transition Patterns and their Impact on Age Structure. In. Ed.

Coale, A. J. How a Population Grows Older or Younger.

Caldwell, J. C. (1986). "Routes to low mortality in poor countries." *Population and Development Review* 12(2): 171-220.

DasGupta, M. (1990). "Death Clustering, Mother's Education and the Determinants of Child Mortality in Rural Punjab, India." *Population Studies* 44: 489-505.

Fertility and the Demographic Transition

Bongaarts, J. (2001). The end of the fertility transition in the developed world. New York,

Demeny, P. (1992). Policies seeking a reduction of high fertility: A case for the demand side. *Population and Development*

- Review* 18(2): 321. Population Council: 32.
- Caldwell, J. C. (1976). Toward a Restatement of Demographic Transition Theory. *Population and Development Review* 2: 321-366.
- Carr, D. L. and W.K. Pan (2002). "Fertility determinants in the Ecuadorian Amazon." Philadelphia, PA. Annual Meeting of the American Public Health Association. November 9-13.

Migration

- Lee, E. S. (1966). "A Theory of Migration." *Demography* 3: 47-57.
- Massey, D., Joaquín Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review* 19(3): 431-466.
- Tobler, W. and G. Dorigo (1983). "Push-Pull Migration Laws." *Annals of the Association of American Geographers* 73(1): 1-17.
- Zelinsky, W. (1971). "The Hypothesis of the Mobility Transition." *The Geographical Review* 61: 219-249.

Population, Development, and the Environment

- Coleman, D. and R. Schofield, eds. (1986). *The state of population theory: Forward from Malthus*. New York, Basil Blackwell Inc.
- Demeny, P. (1989). Demography and the Limits to Growth. In *Population and Resources in Western Intellectual Tradition*. Ed. J. M. Winters.
- Meadows, D., D. Meadows, et al. (1992). *Beyond the Limits: Confronting Global Collapse, Envisioning a Sustainable Future*. Post Mills, Vermont, Chelsea Green Publishing Company. Pps. TBA
- Carr, D.L. (2004). Examining the Proximate and Underlying Causes of Tropical Deforestation: Migration and Land Use in the Sierra de Lacandón National Park, Guatemala. (*Nystrom Award Winner*). Association of American Geographers Annual Conference. Philadelphia, PA, March 14 - 19, 2004.
- Carr, D. L. (2004). Proximate population factors and deforestation in tropical agricultural frontiers. *Population and Environment*. 25(6): 585-612.

POPULATION GEOGRAPHY (141/241): APPROXIMATE SCHEDULE Fall 2005

	DATE	TOPIC	READING
PART I. INTRODUCTION TO POPULATION, MORTALITY, AND AGE AND GENDER COMPOSITION			
WEEK 1	1 Th	22-Sep Introduction to course and to Population Geography	
WEEK 2	2 Tue	27-Sep Demography/Mortality terms & transitions	Peters & Larkin intro
	3 Th	29-Sep A Brief History of Death and Disease	PB: Population, A Lively Intro., PRB Population Handbook
WEEK 3	4 Tue	4-Oct The Epidemiological Transition	Peters & Larkin 1
	5 Th	6-Oct Global mortality today and into the future	Peters & Larkin 5
	Th	6-Oct Grads: Mortality/Epidemiological Transition Readings and Discussion of Papers	
	Th	6-Oct Module 1. Mortality, the Epidemiological Transition, and demographic age and gender composition	
PART II. FERTILITY AND THE DEMOGRAPHIC TRANSITION			
WEEK 4	6 Tue	11-Oct Fertility measures	Peters & Larkin 6
	7 Th	13-Oct European fertility history	Peters & Larkin 4
WEEK 5	8 Tue	18-Oct The Fertility Transition	Peters & Larkin 7
	9 Th	20-Oct Global fertility today and into the future	Peters & Larkin 3
WEEK 6	10 Tue	25-Oct Review	PB on Population Policies
	Tue	25-Oct Grads: Fertility/Demographic Transition Readings	
	Tue	25-Oct Module 2. Population Projections, Fertility and the Demographic Transition	
	11 Th	27-Oct Mid-term Exam	
PART III. MIGRATION			
WEEK 7	12 Tue	3-Nov migration measures & USA immigration history	
	13 Th	3-Nov Migration Transitions	Peters & Larkin 8
WEEK 8	14 Tue	8-Nov Developing world Migration	Peters & Larkin 9
	15 Th	10-Nov Urbanization	PB on Urbanization
	Th	15-Nov Grads: Migration and Migration Transition Readings	
PART IV. POPULATION, DEVELOPMENT, AND THE ENVIRONMENT			
WEEK 9	16 Tue	15-Nov Population-environment theories	Peters & Larkin 10
	17 Th	17-Nov Population, resources, and food	Malthus, Boserup, DasGupta
	Th	17-Nov Grads: Population links to the human and physical environments readings	
	Th	22-Nov Module 3. Population links to socio-economic, political, and environmental processes	
WEEK 1	18 Tue	22-Nov Presentations	Case Studies from Pop. & Env. Atlas, TBA
		24-Nov Thanksgiving Break	
WEEK 1	19 Tue	29-Nov Presentations	
	20 Th	1-Dec Review/catch up	
		1-Dec Final Papers due	
		TBA Final Exam	
