

**POPULATION GEOGRAPHY
(Geography 328-001)**

Fall 2017

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Class Time: T, R 14:30 – 15:45 p.m. CL 312
Office Times: W 2:30-4:00 p.m. CL 325.2

Course Description:

The primary purpose of this course is to examine the core issues of population geography and the ways in which theories have been and can be constructed as aids in their understanding. In particular, attention is focused on the development of the spatial structure of population and the implications of recent demographic change for public policy.

Text:

There is no textbook for this course. Students are encouraged to refer to the following textbook that I have placed on reserve in the map library:

John R. Weeks (2008). *Population: An Introduction to Concepts and Issues* 10th ed. (Belmont, California: Wadsworth Publishing Co.).

Course Requirements/Grading:

| | |
|-----------------------|-----|
| Exercise #1 | 10% |
| Essay | 40% |
| Final Exam | 50% |
| i) Take-home | 20% |
| ii) In-class (2 hrs.) | 30% |

Attendance Regular attendance is expected. **You are responsible for all course material regardless of attendance.**

Class Notes Outlines for lectures are in PowerPoint. I believe in **active** rather than **passive** learning. To be successful in this course, you must take notes and it is your responsibility to ask questions if you do not understand the material or wish the point to be repeated. **I will not under any circumstances hand out my lecture notes or include them on a web site.** The designated text readings are intended to supplement the material you learn in class. This is a content-intensive course that requires the absorption and recall of a large volume of material. Attending class and keeping up with reading is essential to success in the course. Reading for mastery is an active learning process. For most students, the use of highlighters encourages poor reading habits and detracts from learning. Most successful students will find that a much more effective reading technique is to make notes, writing out the key ideas in the material they are reading to focus their attention on the way that concepts and facts are structured.

Class Courtesy: It is important for each person enrolled in this course to be treated with, and to treat others, with respect and courtesy. To that end:
(1) come to class by 11:30 am and stay until 12:45 pm. If you must arrive late or depart early, do so quickly and quietly; (2) turn your cell phone off; no ringing and no text messaging; (3) come to class prepared to listen and participate (in other words, do not do other work while in class); (4) listen to each other's comments and opinions with an open mind; and, (5) avoid using offensive speech. Inflammatory comments which provoke or insult anyone in this class will not be tolerated.

Outline:

A. INTRODUCTION:

1. Demography and Population Geography
 - a) Background to the Field
 - b) Sources of Demographic Data

2. Theories of Population Growth and Demographic Transition
 - a) Malthus and his critics - an examination of a number of demographic theories
 - b) Marx and Population Growth
 - c) Ester Boserup's Challenge to Malthus
 - d) Demographic Transition Theory

B. DEMOGRAPHIC TECHNIQUES AND POPULATION DYNAMICS:

1. Population Processes
 - a) Fertility
 - i) Measures of fertility
 - ii) Historical arguments regarding fertility change
 - b) Mortality
 - i) Measures of Mortality
 - c) Migration
 - i) Definitions and Measurements
 - ii) Theories and Models

2. Population Structure and Characteristics
 - a) Age and Sex Structure
 - i) Measurements
 - ii) Dynamics and Forecasts
 - b) Household Formation
 - i) Trends in Household Formation and the determinants of Household Structure and Distribution

C. POPULATION AND SOCIAL ISSUES:

1. Household formation and Housing Policy
2. Population Growth and Aging
3. Population Control and the Problem of Overpopulation
 - a) Global Population Dynamics

- b) Different Views
4. Case Study: Regina's Population History

Reserved Reading List (in map library):

n.b. Students are strongly advised to do as much of the reserved reading as possible, especially in preparation for your final exam take home question.

1. D. Ahlburg (1998). "Julian Simon and the Population Growth Debate," Population and Development Review 24, 2: 317-327. <http://www.jstor.org/stable/pdf/2807977.pdf>
2. N. Alexandratos (2005). "Countries with Rapid Population Growth and Resource Restraints: Issues of Food, Agriculture, and Development," Population and Development Review 31, 2: 237-258. <http://www.jstor.org/stable/pdf/3401360.pdf>
3. P. Boyle (2003). "Population Geography: does geography matter in fertility research?," Progress in Human Geography 27, 5: 615-626.
<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=c5b73e74-99c1-48fc-8b6d-a831e096e671%40sessionmgr4010&hid=4107>
4. P. Boyle (2004). "Population Geography: migration and inequalities in mortality and morbidity," Progress in Human Geography 28, 6: 767-776.
<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=c5b73e74-99c1-48fc-8b6d-a831e096e671%40sessionmgr4010&hid=4107>
5. A. Findlay and E. Graham (1991). "The challenge facing population geography," Progress in Human Geography 15, 2: 149-162.
<http://journals.sagepub.com/doi/pdf/10.1177/030913259101500202>
6. W. Frey (1988). "Migration and metropolitan decline in developed countries: A comparative study", Population and Development Review, 14, 4: 595-628.
<http://www.jstor.org/stable/pdf/1973626.pdf>
7. D.B. Grigg (1977). "E.G. Ravenstein and the 'Laws of Migration'", Journal of Historical Geography, 3, 1: 41-54. http://ac.els-cdn.com/0305748877901438/1-s2.0-0305748877901438-main.pdf?_tid=8a3b5b40-10b9-11e7-863d-00000aacb35e&acdnat=1490377653_96284a4fb2247d2c902ad199e1222de7
8. D. Grigg (1979). "Ester Boserup's theory of agrarian change", Progress in Human Geography, 3, 1: 64-84.
<http://journals.sagepub.com/doi/pdf/10.1177/030913257900300103>
9. N. Keyfitz (1981). "The Limits of Population Forecasting," Population and Development Review 7, 4: 579-593. <http://www.jstor.org/stable/pdf/1972799.pdf>
10. P. Ogden (2000). "Weaving demography into society, economy and culture: progress and prospect in population geography," Progress in Human Geography 24, 4: 627-640.
<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=aa5b51a9-d337-463a-ab18-337a811cabd9%40sessionmgr104&hid=107>
11. The Population Division of the United Nations Secretariat (1998). "United Nations World Population Projections to 2150," Population and Development Review 24, 1: 183-189. <http://www.jstor.org/stable/pdf/2808146.pdf>

12. V. Ruttan (2002). "Can Population Growth be Sustained?: A Post-Malthusian Perspective," Population and Development Review 28, 1: 1-12.
<http://www.jstor.org/stable/pdf/3092754.pdf>
13. R. Widdis (1988). "Scale and Context: Approaches to the Study of Canadian Migration Patterns in the Nineteenth Century," Social Science History 12, 3: 269-303.
<http://www.jstor.org/stable/pdf/1171450.pdf>

Final Exam Take-Home Question (20% of Final Mark):

Does geography matter in the study of population?

Essay Assignment (40%)

- Due:** November 28, 2017
A penalty of 10% per day of your total mark will be deducted for late work.
- Word Limit:** 14-18 pages MAXIMUM
- Purpose:** The purpose of this assignment is for you to choose your own topic broadly related to population. Some examples of topics are listed below. You may choose another topic not included in this list but you must check this with me beforehand.
- Instructions:** An outline of the intended essay, including title, objectives, potential bibliography, research procedure and possible types of illustrations will be prepared and submitted for comment and approval NOT LATER THAN SEPTEMBER 26, 2017. It will be read and then returned to the student, with either full approval or suggestions regarding scope, feasibility, etc. It will not be marked. Tenets of scholarship MUST be adhered to; that is, footnotes should be executed properly, there should be a bibliography, etc. NO MORE THAN 25% OF YOUR SOURCES MAY COME FROM THE INTERNET, UNLESS THEY ARE FROM ACADEMIC BOOKS AND JOURNALS.
- Use graphs, tables and maps where necessary. Feel free to make your own critical comments where suitable. Remember to emphasize geographical concepts. PLAGIARISM WILL NOT BE TOLERATED.
- Resources:** government documents, periodicals, newspapers, academic journals, books in both the university and government libraries
- Possible Topics:**
- pro-natalist programs designed to encourage population growth
 - benefits and disadvantages of food aid to both developed and developing countries
 - consequences of rural-urban migration in developing countries
 - was Malthus wrong about Japan?

- successes and consequences of China's "One Child Policy"
- Saskatchewan's population future

Note: Because this is the only assignment for the class, I expect a well-prepared and well-written product. **DO NOT** make the mistake of leaving this to the last minute; your lack of effort will be evident and you will suffer the consequences.

How to write a good position paper

I understand that students in this class will possess a wide range of writing skills. The purpose of this guide is to provide a blueprint for writing a good position paper.

1. Take a clear position in your writing. Your position is your thesis statement. Your thesis statement should be included in your first paragraph. The following paragraphs should support your thesis statement with evidence and/or illustration. Any significant conclusions that you draw in your position paper should also be included in your first paragraph; this helps your audience know where the paper is headed.
2. Assume that your reader is intelligent, but that she or he may not have necessarily read or heard all that you have. Thus, you will need to tell your reader enough so that she or he will know what you are talking about, but not so much that she or he gets bored or feels talked down to.
3. Be sure to support your assertions with both logic and information. For your reader, many things will not be as self-evident as they are to you. Be sure to tell your reader why you are saying what you are saying. Always ask the question of yourself, why is this important? Then answer that question in your essay.
4. Always read your essay out loud before you turn it in. If you were hearing it for the first time, would it make sense to you? Have you expressed yourself as clearly as possible? Use the *active* as opposed to the *passive* voice. In a sentence written in the *active voice*, the subject of sentence performs the action. In a sentence written in the *passive voice* the subject receives the action.
5. Always proof-read everything you turn in. Typographical errors, spelling mistakes, and bad grammar prove very frustrating for your audience. They also result in lower grades.
6. Do not use Wikipedia as a source. All sources should come from reputable academic journals and books. Many of these sources are available online from the library.