

POPULATION, MIGRATION AND DIFFUSION
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The aim of this course is to provide students with a basic understanding of and appreciation for human population phenomena and problems in an increasingly interdependent world. This will involve an investigation of patterns and trends in population growth, fertility, mortality and migration of human populations, human rights and citizenship. We will examine how these patterns are both shaped by, and engender economic, political, cultural, social and environmental change. Through specific case studies, we will also explore existing and alternative population policies such as family planning, environmental and development, and migration policies. Finally, an important objective of this course is to encourage students to actively engage in a critical analysis of the relationship between population, development, environment, and poverty, among others, through student-led class discussions and debate, cooperation on assignments and projects.

SCHEDULED COURSE MEETING: T & R 9.30 – 10.45 AM RM. 350 SCIENCE HALL

COURSE GOALS

At the end of the course, students should

- have a good foundational knowledge of key population concepts
- be able to apply concepts to population issues in diverse situations and places
- appreciate and understand the complexity of population processes and how they occur and vary in different contexts
- have a life-long learning passion about population processes, particularly how their lives in local contexts are interconnected with processes at multiple scales (regional, national, global)

LEARNING GOALS

Students must be able to

- read and understand basic statistical data on population demographics
- undertake basic analytical assessment of statistical data
- work in groups
- read articles critically and articulate their responses and reflections clearly.
- develop the capacity to think creatively and independently about the problems linked to population dynamics.

REQUIRED READINGS

Text: Peters, Gary L. and Larkin, Robert P. 2005. Population Geography: Problems, Concepts and Prospects. Eighth Edition. Dubuque, IA: Kendall/Hunt Publishing Company. (Available at the University Bookstore)

Selected Readings:

Additional readings for class discussion are on electronic reserve through your MYWISC account. A paper copy of the readings will also be on reserve in the Geography Library. Students are expected to do the readings associated with each lecture/topic **prior** to the corresponding lectures and discussions for which they are due.

ATTENDANCE POLICY

Regular attendance to all lectures and active participation in class discussion and debate is required to do well in the course. I will record class attendance.

COURSE EVALUATION

The grade for the course will be based on the following activities:

		<u>Assessment</u>
Midterm Exam	15%	Short + Long Answer Questions
Final Exam	20%	Take Home – 3 synthesis Questions
Reaction Papers	20%	Timely grading and feedback
Exercises and Quizzes	20%	
Class Participation and Discussions	15%	Peer review of discussion leaders
TOTAL	100%	

EXAMS

The exams will be based on material covered in lectures, videos, assigned reading materials, and class discussions. Make-up exams will not be given.

STUDENT-LED CLASS DISCUSSION

Every other week or so, two students will be required to lead class discussion, with each class member leading discussion at least once during the semester. You may meet outside class to synthesize the readings, critically, evaluate their ideas and approaches, and develop questions to lead class discussion. You may also meet with me to go over the questions you have developed for class discussion. Feel free to be creative in the ways you lead class discussion, but you must actively encourage participation from everyone in your groups to avoid alienating some students.

DISCUSSION PROTOCOLS / ETIQUETTE

One of my goals for this course is to create a student-centered learning environment where active participation and interactions in groups, and open-ended discussions lead to sharing of ideas, perspectives, and different understandings of topics we cover in the course. As such, from the beginning of the course, I encourage you to interact with all students in the course to create a friendly and open environment where you felt comfortable to share your views and where everyone is heard. I am committed to pursuing that goal, and strongly encourage all students to participate actively in student-led discussions or open-ended discussions by contributing your critical analysis to the

discussion. It is through these thorough discussions and dissections of topics that you can derive learning and deeper understanding of the complexity of the issues in this course.

Throughout the course, we will be covering important issues that not only affect your lives as students, but about which there is lots of controversy and provocation. The topics will engender discussions about issues of privilege and prejudice, issues of race, racialization, racism; issues of gender, sexuality, sexism and violence, issues of class and classism; issues of human and civil rights. These issues can generate serious emotions. However, each person has their own views and ideological stand on these issues. Not only does everyone have a right to his or her opinion, but they are also responsible for those opinions. Given that, I want to reiterate my expectations of certain discussion protocols to promote an environment for optimal learning.

1. You must articulate your opinion in a rational and intelligible manner, and you must support your opinion with logical arguments within the context of the discussion.
2. You must respect the opinions of other students. If you do not agree with that opinion, you should respond professionally, responsibly, and respectfully.
3. You may not ridicule a student's questions or remarks. You can disagree with a student's point of view without attacking him or her personally. Again, be prepared to support your counter argument or point with relevant information.
4. You must control your emotions and be civil at all times.

Therefore, discussions will proceed with the assumption that all participants are collegial. Major differences in background and ideological stands will be evident. They are to be faced openly and debated, but without any element of interpersonal rancor, or comments that might serve to close off discussion.

REACTION PAPERS

You will be required to submit in class at least SEVEN (7) separate ONE-PAGE entries (entries longer than one-page will not be accepted) out of 10 classes on discussions of selected readings, beginning the week of September 19th). These are not meant to be summaries of the readings but rather thoughtful commentaries and questions for discussion, comparisons with other readings, and/or your personal reflections on the readings. You may point out strengths and weaknesses, relate the current readings to previous readings or other materials, and/or comment in light of your own personal and academic experiences. Some starting points of for reflection may be: What you think the central controversy or question is and your response to it? What does the reading mean to you and how does it relate to your life (i.e. support or contradict your personal knowledge experiences). What is the relevance of the material or concepts explored? Are historical, political, economic, social factors, issues of race, class, and gender, given appropriate consideration? These summaries will not be an assessment of the 'quality' of your reaction – they will be awarded for reasonable effort to come to terms with some aspect of the reading and to articulate that reaction in a coherent statement. The purpose is to encourage you to read carefully, and consider critically, the literature being explored and to articulate your thoughts on paper.

EXERCISES AND QUIZZES

Students will complete a series of exercises and quizzes relating to topics covered in the course. Some exercises will be based on basic calculations and analysis of population data, while others will be based on demographic analyses of your families. The quizzes will be based on the readings due for class that meeting and some current events relevant to this course. Details will be discussed in class.

GRADING

Grades will be assigned based on your ability to complete the course evaluation successfully, not on the ability of your peers to do so. The standard grading scheme I will implement is as follows: A = 93-100; AB = 88-92; B = 83-87; B/C = 77-82; C = 70-76; D = 63-69; F = <63

PEDAGOGICAL FORMAT: + Lecture/Discussion; * Student-led class discussion

TENTATIVE SCHEDULE OF TOPICS AND READINGS¹

T Sept. 5+	Introduction to the course <i>Reading:</i> Peters and Larkin, Introductory Chapter
Th Sept. 7	Population growth and trends; Population data <i>Reading:</i> Peters and Larkin, Chapter 1 and Chapter 2
T Sept. 12&+ Th Sept 14	Sources of Demographic Data and Issues of Measurement <i>Reading:</i> Peters and Larkin, Chapter 2
T Sept. 19*	Census Politics <i>Video: Informing America: The census bureau at Work (16 mins)</i> <i>Readings:</i> Prewitt, Kenneth (2000) “The US Decennial Census: Political Questions, Scientific Answers”; Zack, Naomi (2001) “American Mixed Race: The U.S. 2000 Census and Related Issues”

POPULATION GROWTH AND CHANGE: FACTS, THEORIES AND POLICIES

Th Sept. 21+	Population distribution and composition <i>Reading:</i> Peters and Larkin, Chapter 3
T Sept. 26&+ Th Sept. 28	Theories of population change: Malthusian; Neo-Malthusians, Marx, Boserup; Demographic Transition Models <i>Reading:</i> Peters and Larkin, Chapter 4
T Oct. 3*	Case studies on population change – India and China <i>Readings:</i> John Caldwell (1998) “Malthus and the Less Developed World: The Pivotal Role of India”; Lee and Feng, “Malthusian models and Chinese realities: the Chinese demographic system 1700-2000” (ON RESERVE)

FERTILITY AND REPRODUCTIVE RIGHTS

Th Oct. 5+	Fertility: Trends, Levels and Explanations <i>Reading:</i> Peters and Larkin, Chapter 6
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¹Subject to change as circumstances evolve and conditions warrant. Modifications will be announced in class.

T Oct. 10* **Video: Population Transition in Italy (35 mins)**
Reading: Bledsoe et al. (1998) “Reproductive Mishaps and Western Contraception: An African Challenge to Fertility Theory” (ON RESERVE)

Th Oct. 12+ Reproductive health and family planning programs
Readings: Peters and Larkin, Chapter 7
MacKlin, Ruth (1994) “Ethical Issues in Population and Reproductive Health”
Patricia Hill(1999) “Will the ‘Real’ Mother Please Stand Up: The logic of Eugenics and American National Family Planning

T Oct. 17&* Case studies on reproductive health and rights
Th Oct. 19 **Readings:** Ubung, Farida Akhter “Reproductive Rights: a critique from the realities of Bangladeshi Women”; Balsamo, Anna “Public pregnancies and cultural narratives of surveillance”
Video: Something like a war (52 mins)

T Oct. 24 MID-TERM EXAM

POPULATION, PUBLIC HEALTH AND MORTALITY

Th Oct. 26+ Patterns and Trends in Mortality
Reading: Peters and Larkin, Chapter 5

T Oct. 31+ Population and Infectious Diseases: the AIDS epidemic/pandemic
Video: And the Band Played On AND/OR State of Denial

Th Nov. 2 Case studies of the AIDS crisis
Readings: Burr, Chandler “The AIDS Exception: Privacy vs. Public Health”; Craddock, S. (2000) “Disease, Social Identity, and Risk: Rethinking the Geography of AIDS”

POPULATION, ENVIRONMENT AND DEVELOPMENT

T Nov 7+ Population, affluence, technology and consumption
Readings: Myers, N. (1997) “Consumption in relation to population, environment and development”; Myers, N. and J. Kent. 2003. New consumers: the influence of affluence on the environment”

Th Nov. 9* World population growth and food supply
Readings: Peters and Larkin, Chapter 10
Lappe, Frances and Joseph Collins (1986) “Myth 1: There’s simply Not Enough Food”; “Myth 3: Too Many Mouths to Feed”; Brown, L (1998) “Food Scarcity: An Environmental Wakeup Call” (ON RESERVE)

T Nov. 14+ Population, urbanization and development
Video: Urban Explosion
Readings: TBA

Th Nov 16* Population and the environment
Readings: Peters and Larkin, Chapter 9
Hardin, Garrett (1977) “The Tragedy of the Commons”
Hartmann, B. 1998. “Population, environment and security: a new trinity”
Fairhead, J. and M. Leach. Rethinking the forest savanna mosaic: Colonial science and its relics in West Africa.”

MIGRATION: DYNAMICS, EXPLANATION AND IMPACTS

T Nov. 21+ Introduction to migration processes and trends
Readings: Peters and Larkin, Chapter 8

Th Nov 23. Thanksgiving – No Class

T Nov. 28 Introduction to migration processes and trends

Th Nov. 30* Migration and Diaspora
Readings: Bailey et al., 2002. “(Re)producing Salvadoran Transnational Geographies” Ghosh, S. and Wang, Lu (2003) “Transnationalism and Identity: a tale of two faces and multiple lives.” *Canadian Geographer* 47:239-282.

T Dec. 5* Gender and Migration
Readings: Sassen (2000) “Women’s burden: countergeographies of globalization and the feminization of survival”; Kofman, E. (2000) “The invisibility of skilled female migrants and gender relations in studies of skilled migration in Europe” (E-RESERVES)

Th Dec 7* Migration, Citizenship and identity-based conflict
Readings: TBA Nagel and Staeheli (2004) “Citizenship, identity and transnational migration: Arab immigrants to the United States”; Crush, J. 2000. “The Dark Side of Democracy: Migration, Xenophobia and Human Rights in South Africa.”

T Dec. 12 Migration control policies; Immigration policy in the US and Europe
Reading: McGrew and Monroe, Chapter 13
Other Readings: Tichenor, D. J. 2002. *Dividing Lines: The Politics of Immigration Control in America*; Leitner, Helga (1995) “International Migration and the Politics of Admission and Exclusion in Post-War Europe.

Th Dec.14+ Summary and Review

F Dec. 15 LAST DAY OF CLASSES

W DEC 20 SCHEDULED FINAL EXAM DAY ON TIMETABLE