INSTRUCTOR
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Course Website: d2l.pdx.edu
Class Dates and Times: d2l.pdx.edu [Sept. 24-Dec. 2]
Office Hours: MW 9:00 to 10:00AM AND by appointment via phone or Google Hangout

COURSE DESCRIPTION
This course provides students with a basic understanding of the components of population change and grounds these concepts by describing and demonstrating demographic process throughout the world. Specific emphasis is placed on contemporary population issues at the local, regional, national, and global scales. Additionally, the course introduces sources of demographic data and outlines approaches for choosing appropriate population statistics and analytical techniques in demography and population geography.

COURSE OBJECTIVES
- Students will possess basic knowledge of the field of demography and population geography.
- Students will develop an understanding and appreciation for concepts that explain spatial and temporal variations of demographic processes throughout the world in a historical and contemporary context.
- Students will be able to analyze population trends across a variety of spatial contexts by implementing various sources, measures, and methods of analysis.
- Students will be able to identify appropriate analytical techniques for developing interpretative and evaluative skills of source data.
- At the end of the course, students will have substantial familiarity with current population issues at global, national, and local scales and will have a basic foundation for interpreting, analyzing, and critically evaluating population policy related issues.
TEXTBOOKS


COURSE EVALUATION [Undergraduates]

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Exams (Exam 1 @ 20%, Final @ 30%)*</td>
<td>50%</td>
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<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Participation and Quizzes</td>
<td>20%</td>
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</tbody>
</table>

Total 100%

Exams
Exams cover material from D2L content, including class readings, videos, and discussion posts, and consist of multiple choice, short answer, and essay questions. It is imperative that exams are completed in a timely fashion (i.e. as scheduled). Any student unable to meet this requirement should contact the instructor before the exam is administered to make arrangements for taking the exam (subject to minor changes from the original version) at an alternate date.

*Students who are satisfied with their Midterm Exam score can count it as their Final Exam score (meaning that the Midterm Exam score is weighted towards 50% of the final grade)—making the Final Exam optional for these students.

Assignments
There are also a series of exercises that reinforce class material and allow for hands on application of applied population analytics. All of the exercises listed will require completion outside of the classroom and will be due on the dates noted. It is the student’s responsibility to turn the assignments in on time. Students who do not turn the assignments in on time will be subject to a 15% late point deduction. Additionally, students may not turn in any assignments that have already been graded without a pre-arranged agreement with the instructor.

Assignments are NOT accepted via e-mail and must be submitted in D2L.

Participation and Quizzes
Participation in the online classroom occurs largely through written and video mediums of communication, so it is critical to participate substantively in classroom discussion forums. Toward this end, I will pose a weekly research topic (with nested discussion questions)
that connects course material. The objectives of the research reflections are three-fold: 1) for you to reflect on course material individually, 2) for you to introduce questions and feedback from the instructor and, 3) to stimulate dialogue and exchange of ideas among students.

The effectiveness of this course is largely dependent on the full participation of all class members. Active participation with the instructor and your colleagues is essential. At a minimum, you are expected to post at least two substantive weekly responses in the discussion forum for each topic posed (excluding questions you might have), and respond to at least two of your classmate’s posts (addressing questions posed by your colleagues counts towards this requirement). More details, including how discussion posts are graded, will be made available in a forthcoming rubric.

Grading Evaluation
Course grades will be assigned on the student’s proportion of total points based on the standard Portland State University grading scheme: 93-100%(A), 90-92%(A-), 87-89%(B+), 83-86%(B), 80-82%(B-), 77-79(C+), 73-76%(C), 70-72%(C-), 67-69%(D+), 63-66%(D), 60-62%(D-) and below 60%(F). Keep in mind that the generalized grading rubric is as follows:

- An ‘A’ assignment demonstrates original thought and synthesis of ideas in a cogent and clearly written manner. Outstanding work.
- A ‘B’ assignment offers above average analysis with appropriate evidence to support ideas and is clearly written. Good work.
- A ‘C’ assignment shows a level of understanding where analysis is limited to basic arguments and writing is competent. Adequate work.
- A ‘D’ assignment misrepresents the material or is so poorly written that as presented, obscures the analysis. Inadequate work.

COURSE EVALUATION [Graduates]
The course grade for graduate students enrolled in USP519 will also be determined according to the abovementioned PSU grading scheme and based on the following evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam (Midterm Exam @ 30%)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50%</td>
</tr>
<tr>
<td>Graduate Reading Responses and Participation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Exam
Graduate students will be administered a separate essay-based exam.

Research Paper
The Research Paper involves identifying a topic of interest relating to population and developing a specific research question or issue that can be investigated through a formal methodological analysis or extended literature review. More information will be
forthcoming in a rubric, but in general the final paper should be a journal article length paper (15-20 double-spaced typed pages) and contain a minimum of 12 academic reference citations. The paper is due **Thursday, December 6**.

**Graduate Reading Responses and Participation**

Graduate Reading Responses are roughly 1-page single-spaced summaries of each week’s additional readings assigned to graduate students. Graduate students are also expected to participate in the discussion forums as outlined above.

*ACADEMIC SUCCESS*

This upper-division course presents greater challenges in terms of reading requirements, exams, and high expectations for critical thinking. In order to succeed academically, students need to participate regularly, take comprehensive notes, and prepare to think critically about a wide array of issues.

Additionally, if you are experiencing personal issues that may be affecting your performance in the class or if you are having difficulty understanding course material, please contact me as soon as possible so I can work with you to remedy the situation. Given that I am not too far removed from being a student, I am usually sympathetic to difficult situations and can work with you to set up an alternative schedule if required. Consider that if you are experiencing problems (personal or class related), it will likely affect your class performance and will behoove you to meet with me so we can discuss alternative arrangements.

**ACADEMIC INTEGRITY**

All students are governed by Portland State University’s ‘Student Code of Conduct’, which details the university rules regarding academic integrity and honesty for this course. The Student Code of Conduct indicates that all forms of student academic dishonesty, including cheating, fabrication, facilitating dishonesty, and plagiarism are subject to disciplinary action. As a result, keep in mind that submitted course materials are expected to be original work and *your own* work.

For more information, check out the following link:  
http://www.pdx.edu/dos/codeofconduct

One of the introductory assignments for this class is a Plagiarism Exercise that explains and reinforces the importance of academic honesty and avoidance of plagiarism. Students who do not turn the Plagiarism assignment within 1 (one) week of the introduction of the assignment will be administratively dropped from the class. Plagiarism information and examples of citations can be found at the following links:  
http://guides.library.pdx.edu/c.php?g=271259&p=2613696

Citation Style Guide: http://guides.library.pdx.edu/cite?hs=a
NETIQUETTE
This course is administered in an online classroom, which means that our primary means of communication is in the written form. A key challenge of online written communication (compared to direct, verbal communication) is that in the online environment students sometimes forget that although communication is not face-to-face, it remains a personal exchange of ideas and emotions. The “golden rule” of an online course is to never say anything online what you would not say directly to another person’s face.

Toward this end, make sure you maintain civility in your online posts and that you treat the posts from fellow classmates (and the instructor) with respect. During the first week of the course, I will post a document with the framework for a Netiquette agreement that will establish a set of best practices and boundaries for online discussion posts.

No threatening behavior will be tolerated in this class and the Portland State University policies will be administered to deal with such behavior: http://www.pdx.edu/dos/faculty-tips-dealing-disruptive-students

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

ACADEMIC RESOURCES
The Writing Center is a free resource for Portland State University Undergraduate and Graduate students, faculty/staff, and community members. At the Writing Center, a trained peer consultant will work individually with you on anything that you are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but are not required. For more information or to make an appointment, visit their website at https://www.pdx.edu/writing-center/ or stop by Cramer Hall, Room 188. The Writing Center can also be reached at (503) 725-3570.
The Office of Diversity and Multicultural Student Services (Smith Memorial Union 425) provides academic support services, advising, referrals, and advocacy for first-generation college students, low-income students, and others facing unique challenges. Visit http://www.pdx.edu/dmss/ for more information.

The mission of the Learning Center (Cramer 188) is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping students with current coursework, academic support services can assist in developing effective learning strategies. For more information, visit their website: http://www.pdx.edu/tutoring/

PROVIDING ACADEMIC AND EMPLOYMENT SUPPORT TO STUDENTS

PSU is committed to providing students with an educational environment where students may thrive in their educational pursuits. Incidents of interpersonal violence or sexual harassment may create barriers to students completing their education. We at Portland State support students to help them overcome these barriers. PSU’s Dean of Student Life, Title IX Coordinator, Interpersonal Violence (IPV) Advocates and CARE team are committed to assisting students who have experienced any form of sexual harassment or interpersonal violence.

Title IX of the Educational Act of 1972 requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;
- Providing academic support, such as tutoring;
- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim’s course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.

PSU must provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU’s Title IX and 504/ADA Coordinator, Julie Caron, at jucaron@pdx.edu or 5-4410.
UNIVERSAL DESIGN
Portland State University is committed to an inclusive and welcoming experience for all students, staff, faculty and guests. We believe that as we design University spaces and experiences, from classrooms, coursework, exams, events or programs, we have a responsibility to identify and remove barriers to access.

CREATING A SAFE CAMPUS
From the PSU Office of Academic Affairs: “If you have not done so already, please complete the Safe Campus Module in D2L. The module should take approximately 30 to 40 minutes and contains important information and resources. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at: http://www.pdx.edu/sexual-assault/ PSU’s Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.”

VIRTUAL CLASSROOM POLICIES
• Please respect other students’ opinions and critiques. The best way to understand and further strengthen your position is to critically analyze and interpret divergent opinions.
• There is no tolerance for insensitive or discriminatory comments with respect to race/ethnicity, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity.
# Population and Society Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Undergrad Assignments</th>
<th>Quiz</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Sep. 24</td>
<td>Syllabus and Introduction to Population Geography (Ch. 1)</td>
<td></td>
<td>Plagiarism and Netiquette Quizzes</td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Oct. 1</td>
<td>Global Population Trends (Ch. 2); Population and the Environment (Ch. 11)</td>
<td>Assign #1</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;Oct. 8</td>
<td>Perspectives and Theories of Demography (Ch. 3)</td>
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<td>Quiz 1</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;Oct. 15</td>
<td>Sources of Demographic Data (Ch. 4)</td>
<td>Assign #2</td>
<td></td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;Oct. 22</td>
<td>Fertility (Ch. 6)</td>
<td></td>
<td>Quiz 2</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;Oct. 29</td>
<td>Fertility (Ch. 6)</td>
<td>Assign #3</td>
<td></td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;Nov. 5</td>
<td>MIDTERM EXAM&lt;br&gt;Mortality (Ch. 5)</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;Nov. 12</td>
<td>Mortality (Ch. 5) and Migration (Ch. 7)</td>
<td>Assign #4</td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;Nov. 19</td>
<td>Migration (Ch. 7)</td>
<td></td>
<td>Quiz 3</td>
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<tr>
<td><strong>Week 10</strong>&lt;br&gt;Nov. 26</td>
<td>Immigration (Castles and Miller)</td>
<td>Assign #5</td>
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<tr>
<td>Dec. 3-6</td>
<td><strong>FINAL EXAM</strong></td>
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**Notes:**
1) Referenced chapters in the “Topic” column refer to the chapters in the Weeks textbook. 2) With the exception of grade and attendance policy provisions, all information contained in this syllabus may be changed with a reasonable advance notice as deemed appropriate by the instructor.

Assignment #1: Discovering World Population Data
Assignment #2: Demographic Data and the U.S. Census
Assignment #3: Population Pyramids and Fertility
Assignment #4: Migration Data
Assignment #5: Asylees, Refugees, and Immigration

Quiz #1: Population Geography and Demographic Perspectives
Quiz #2: Sources of Demographic Data
Quiz #3: Fertility and Migration