

University of Minnesota
GEOG 3381w/GLOS 3701w
Spring 2010

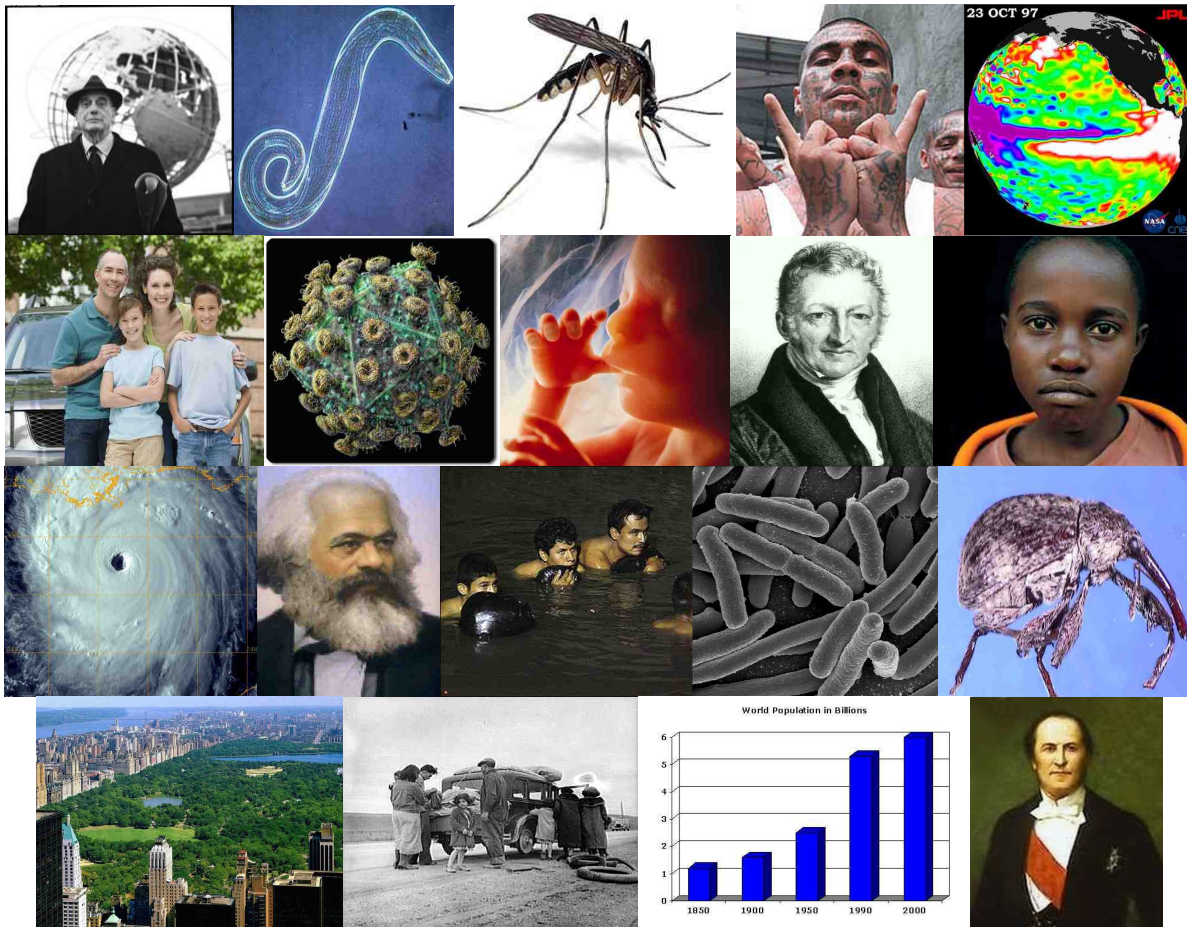
Population in an Interacting World

T&TH 8:15am-9:30am Anderson 330
Stefano Bloch (bloch@umn.edu)

TAs:

— Offices/Office Hours: see WebVista —

Course Topics:



(Top) Robert Moses, Plasmodium Falciparum, Mosquito, Mara Salvatrucha 13, El Niño
(Top Mid) Normative Family, HIV Virus, Fetus, Thomas Malthus, Tutsi Child
(Bottom Mid) Hurricane Katrina, Karl Marx, Immigration, E.coli 0157:H7, Boll Weevil
(Bottom) Urban Form, U.S. Migration, Demographic Data, Baron Haussmann

This is a 4-unit Geography and Global Studies course that meets the Liberal Education requirement of Social Science Core; the Liberal Education requirement of International Perspective Theme; and the Liberal Education requirement of Writing Intensive (see last page of syllabus for description).

The aim of this course is to provide you with an understanding of population terms, themes, theories, and dynamics. We will study population issues within their respective social, cultural, economic, political, and environmental contexts. I will be paying special attention to population movement in terms of the interconnections between human and non-human actors such as those pictured above. During the semester it will become clear how, for example, a boll weevil and urban form are as inextricably linked as a suburban family to a French prefect, a natural disaster to a British clergyman, or E.coli to American industrialization. This course is lecture based, with supplementary readings, documentaries, films, and in-class discussions and writing.

Attendance:

I expect every student to be *on time*, at every lecture, fully engaged, and having done any assigned reading. Many of the questions on the exams will be directly from lecture, so attendance is crucial to receiving a passing grade in this course. I also give points for in-class only write-ups and activities (see grading). If you miss class you should get notes from a classmate and get course materials from the course WebVista site. *Note: the way I structure the grading, even with an A on both papers and exams you could still receive below a C in this course for missing in-class assignment points.*

Class Conduct and Policies: (or, common sense and courtesy):

- *Absolutely* no texting/reading texts, using, checking, beeping, buzzing, vibrating, lighting-up cell phones in the classroom at any time. If you have a cell phone **turn it off**.
- *Do not* browse the internet, check e-mail, Facebook/Twitter, look at pictures, check sports scores, etc.
- Any discussion or talking in class should be shared with everyone in the room or not done at all.
- Please *do not* arrive late to class or start getting ready to leave before class is over. Class starts at **8:15am** and is over at **9:30am**.
- See the university website for policies on plagiarism, disability services, grievances, and scholastic misconduct (www.umn.edu).

Grading:

100 Points	—	Participation points for <u>unscheduled in-class</u> writing and/or activities.
100 points	—	Documentary reflections [10 total/10 points each]
100 Points	—	Writing Piece 1 [3 - 4 page <i>Population Issue Analysis</i>]
200 points	—	Writing Piece 2 [10 - 12 page <i>Population Research Paper</i>]
200 points	—	Exams [2 exams, 100 points each]

700 Points Total

- A 700 - 651
- A- 650 - 630
- B+ 629 - 609
- B 608 - 588
- B- 587 - 560
- C+ 559 - 539
- C 538 - 518
- C- 517 - 490

D 489 – 448
D- 447 – 420
F 419 ⇒

Late Work:

Papers

Unless worked out well in advance with your TA, late papers cannot receive higher than a C. Papers more than one week late will receive a grade of F. No late final papers.

Exams

To reschedule an exam (for a school related or other valid reason), you must contact your TA *at least one week before the exam*. If you unexpectedly miss an exam for a *documented* health reason only, you have *24-hours* from the time of the exam to contact your TA. You then must make up the exam *within one calendar week* from the time of the originally scheduled exam.

Documentary analyses/critiques

You may not make up a missed in-class writing activities or in-class documentary reflections (even if you watch the documentary on your own outside of class, and *regardless of the reason for missing class*).

Extra Credit:

I will provide extra-credit opportunities during the semester. Check Web Vista for announcements

Course Materials:

Webvista

Check WebVista *regularly* for important announcements, changes, extra credit opportunities, course information, web links, etc. <http://webvista.umn.edu/>.

Course Reader: The *mandatory* course readings are collected in one reader available at Paradigm Books on Washington at Oak, just off the East Bank of campus. I ordered one copy for every student enrolled in this course.

Course Schedule: (The course syllabus is subject to change. I will announce it if I do make any changes)

Tues. 1/19

Course Introduction

Reading:

- “Population: A Lively Introduction, 4th edition” (McFalls, 2003) (for reference)

Thurs. 1/21

Lecture: Basic Population Concepts and Approaches

• Reading:

- “Introduction: The World of Child Six Billion” (Newbold, 2007)

Tues. 1/ 26

Lecture: Malthus and Marx: two perspectives of (over)population.

• Readings:

- “The Malthusian Orthodoxy: the Real Population Problem” (Hartman, 1995)

Thurs. 1/28

Lecture: The Demographic Transition Model, Development, and Population Standards

- Readings:
 - “The Object of Development” (Mitchell, 2002)

Tues. 2/2

Lecture: Neo-Malthusianism, Development, and Population Standards

- Reading:
 - “Today’s Date: 1 E.C.E., Today’s Weather: Hot, Flat, and Crowded” (Friedman, 2008)
- Documentary: China’s One Child Policy / Peru’s Secret Sterilization

Thurs. 2/4

Lecture: Plasmodium in the Stingers of Mosquitoes: Aswan and beyond
Culpability, Agency, Drive

- Reading:
 - “Can the Mosquito Speak?” (Mitchell, 2002)

Tues. 2/9

Lecture: Migrating Molecules: human population migration as more than human

- Readings:
 - “Trace Amounts” & “Space” (Steingraber, 1998)
- Documentary: *Big River* (Dir. Ellis, 2009)

Thurs. 2/11

- Readings:
 - Chapter 3: *The Impact of HIV and AIDS* (Newbold, 2007)
- Documentary: *I am Because We Are* (Dir. Rissman, 2008)

Tues. 2/16

Paper 1 assignment handed out in class

Lecture: AIDS in the Veins: conflict from Congo to San Francisco

- Readings:
 - *Malthus in Africa: Rwanda’s Genocide* (Diamond, 2005)
 - Chapter 2: *The (Un?)Certainty of Death and Disease* (Newbold, 2007)

Thurs. 2/18

- Documentary: *Goin’ to Chicago* (Dir. King, 1994)

Tues. 2/23

Lecture: Fleeing the Boll Weevil: Cotton fields of the South to Jazz Clubs of the North.
Culpability

Thurs. 2/25

Lecture: E.coli in the Bellies of Livestock: agricultural revolution, place-based communities.

- Readings:
 - *Lethal Gift of Livestock* (Diamond, 1997)

Tues. 3/2

PAPER 1 DUE

- Documentary: *Food Inc.* (Dir. Kenner, 2008)

Thurs. 3/4

Lecture: Moving Cows, Commerce, and Corn: rail lines and the central city of Chicago.

- Readings:
 - “Dreaming the Metropolis” & “Rails and Water” & “Annihilating Space: Meat” (Cronon, 1991)

Tues. 3/9

Lecture: Disease and Haussmannization

- Readings:
 - “The Night-Soil Men” & “The Pump Handle” & “The Ghost Map” (Johnson, 2006)

Thurs. 3/11

EXAM 1

Tues. 3/16

SPRING BREAK

Thurs. 3/18

SPRING BREAK

Tues. 3/23

Due: write up of *Sin Nombre* (Dir. Fukunaga, 2009)

Lecture: Racism on the interstate system: Long Island to Long Beach.

The city, redlining, segregation

Thurs. 3/25

Lecture: (re)Development, Gentrification

- Documentary: *New York* (Dir. Burns, 2001)

Tues. 3/30

- Documentary: *New York* (Dir. Burns, 2001)

- Reading:
 - “An Urbanizing World” (Brokerhoff, 2000)

Thurs. 4/1

Paper 2 assignment handed out in class

Tues. 4/6

Lecture: Normativity and Family Structure: from the Germanic State to the U.S. Suburbs.

- Readings:
 - “American Families” (Bianchi & Casper, 2000)

Thurs. 4/8

Lecture: Cultural/Capital Flows and Remittances: sending stuff home

- Readings:
 - “Of Remigrants and Remittances “ (Flores, 2009)

Tues. 4/13

PAPER TOPICS / BIBLIOGRAPHIES DUE

In-class discussion - papers

Thurs. 4/15

No Class - Writing Day

Tues. 4/20

Lecture: Heat Waves and Hurricanes: urban structure and crisis management.
Nature and Culpability

- Readings:
 - “The City of Extremes” & “Dying Alone” & “Race, Place, and Vulnerability” (Klinenberg, 2002)

Thurs. 4/22

- Documentary: *When the Levees Broke* (Lee, 2006)

Tues. 4/27

Rough drafts/paper synopsis and working bibliography due

Lecture: El Niño and Nature’s Agency: preparedness and culpability

- Readings:
 - “Climates of Hunger” (Davis, 2001)

Thurs. 4/29

Course summary discussion

Tues. 5/4

EXAM 2

Thurs. 5/6

Paper Drafts returned in class, discussion of final papers.

*** FINAL PAPER DUE by 3:30, Monday 5/10 ***

University Requirements:

Writing Intensive

This is a 4-unit writing intensive (W-I) course. As mandated by the College of Liberal Arts, a large portion of your grade will be based on your writing skills, analysis, and progress. I expect you to fully incorporate course themes in your writing, and provide a clear argument, coherent theses, and thoroughly edited and well-formatted final drafts. Aside from being one of the ways in which your TAs will evaluate you for your grade, I also expect you to use this course to work on and improve your writing skills in general. If you feel you need help with your writing skills in any respect, please visit the Center for Writing on campus [www.writing.umn.edu] in addition to meeting with your TA.

Liberal Education

This course meets the CLE requirements for a Social Science Core course and the Global Perspectives theme. Liberal Education Core courses lay the foundation for your liberal education at the University of Minnesota. A liberal education means you have acquired a meaningful and useful introduction to the major branches of knowledge and forms of creative expression practiced at a university. Your liberal education should prepare you for a life of active participation in society as you have developed a set of important, critical faculties and can understand the world and its issues from different perspectives. Any Liberal Education Core course should enhance your understanding of a particular framework or kind of creative pursuit. Such courses demonstrate the specific ways through which creative insights and knowledge are acquired and used, as well as how they change over time.

Social Science Core credit

Social Science Core courses introduce you to the work that faculty and students in the social sciences do, while learning about how social science explains and/or interprets human interaction and processes, typically through multiple theoretical perspectives, and in ways that illuminate the strengths and weaknesses of different perspectives. You also have an opportunity to do some of the work of social science yourselves, be this through research and writing projects, fieldwork, data collection and interpretation, or other methods and practices.

Global Perspectives Theme credit

The purpose of taking a Global Perspectives Theme course is so you can situate yourself within a global context. This involves developing your awareness of the world through investigating how a single issue plays out in one or more places in and outside the US, or through investigating a variety of phenomena in a single place. The Global Perspectives Theme is not intended for you to observe “far away” or “isolated” places around the world; rather, its intent is for you to discuss and critically reflect on the implications of the issues raised in your Global Perspectives Theme course for international communities, for the United States in whole or in part, and for your own lives.