

CED 410: The Global Seminar (Population and Environment)
Penn State University

Tues/Thurs 2:30 PM- 3:45 PM
105 Willard Building

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Course Overview

How does the human population – its size, growth rate, age/sex composition, and geographic distribution – influence problems of resources, environment, development and the prospects for solving them? How many people can the world support? How do structures of inequality influence which groups of people are most vulnerable to the harms associated with environmental change? Population variables interact with economic and technological ones in generating pressures on resources and environment. How do social, political and economic forces shape all of these variables and their interactions? This course explores what is known, supposed, contended, and contested about the relationship between population and the environment, bringing to bear historical data, scenarios of future possibilities, and a variety of disciplinary and interdisciplinary perspectives. The course will provide an overview of social science theory and research relating human population to environmental context. The readings represent recent academic research from multiple social science disciplines including sociology, geography, economics, and political science.

Course Objectives

By the end of this course, students should be able to do the following:

1. Define the major concepts in demography and articulate the importance of studying and understanding demography for your local community, country, and world at large.
2. Summarize and critically evaluate alternate social science theories/perspectives that are used to examine interactions between population and the environment.
3. Provide specific examples of recent social science research on the social dimensions of environmental context, including public opinion and the social distribution (inequality) of risk.
4. Provide examples of recent social science research on the environmental implications of population dynamics.
5. Articulate examples of the reciprocal effect of environmental factors on demographic processes.
6. Discuss the role of mediating factors (e.g., technology, policy, culture) in shaping the relationship between population and the environment.

7. Describe the methodological dilemmas and challenges characterizing social and natural science linkages.
8. Identify the many resources available to researchers examining human-environment interaction and effective methods of outreach to government officials, the private sector, and the public.

Concepts

The following concepts will be emphasized in this course:

- Population change
- Fertility
- Mortality
- Morbidity
- Migration
- Demographic transition
- Overpopulation
- Natural decrease
- Population aging
- Population distribution
- Population composition
- Carrying capacity
- Tragedy of the Commons
- Food and agriculture
- Wealth
- Health
- Rural
- Cities
- Development
- Inequality
- Equity
- Gender
- Technology
- Livelihood strategies

Course Format

The class meets for 75-minute sessions twice per week. Most Tuesdays will be comprised of lecture with some videos and class discussions. Thursdays will be devoted to in-depth discussions of the weekly readings and how they apply to the material discussed on Tuesday as well as material discussed previously in the course.

Readings

There are 3-4 readings assigned each week. Some readings are chapters assigned from the required books, some are academic journal articles, and others are research or policy briefs. The required books are:

- Lundquist, Jennifer Hicke, Douglas L. Anderton, and David Yaukey. 2015. *Demography: The Study of Human Population, 4th edition*. Waveland Press, Inc.
- Deaton, Angus. 2013. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton University Press. (You should be reading this throughout the semester so that you are caught up by the time we discuss the book in class.)

Course Expectations

This will be a highly interactive course, emphasizing discussion, engaged feedback, and participation activities. It is therefore essential that you prepare for each class meeting by reading the required materials and making your own notes summarizing the main arguments contained in the readings to ready yourself for classroom interaction. In

addition to completing the required readings and discussion activities, please note the following expectations for this class:

1. Attend all class sessions: I do not take attendance, but part of your final grade is based on class participation. Therefore, missing class will negatively affect your grade.
2. Arrive on time: Arriving to class late is inconsiderate and distracting to your instructors and classmates. Therefore, plan to arrive early so that you can ensure you are in your seat at the time the class begins. Plan for extra time to get to class during the first couple of weeks when traffic is heavy and parking on campus is difficult.
3. Respectful cell phone/laptop use: Please avoid texting and browsing the internet during class. I encourage the use of twitter for posting class-related information during the class lecture (hashtag: #PSU_CED410), but this does not mean you should be on your phone/laptop during the whole class. Cell phones should be placed in silent mode so they do not interrupt your classmates or me. If it is absolutely essential that you take a phone call (an emergency), please be respectful and leave the room before answering the call.
4. Maintain classroom decorum: We will be discussing complex issues in this class. As such, they often touch on strongly held beliefs and emotions. It is imperative that we maintain an attitude of cooperation, constructive criticism and politeness in our dealings with each other.
5. You earn your own grade: I do not “give” you a grade. You earn your grade by successfully completing the course requirements. I will provide in depth feedback on assignments and return grades to you in a timely matter. I will be available during office hours to help you with class materials and discuss assignments with you. You should keep track of your grade throughout the semester so that you know where you stand. I do not curve, and there will be no extra credit opportunities. Therefore, you should complete every assignment to your best ability. Simply showing up for class and doing the work does not automatically equate to an ‘A’. Before you submit an assignment, ask yourself: “Is this the best I can possibly do?” If the answer is no, then do not expect me to award that work with the best grade.

Requirements and Evaluation

Discussion Guide:	10%
Weekly Reading Reactions and Class Participation:	25%
Midterm Infographic Project:	20%
Research Project 1 st Draft:	15%
Research Project Final Draft and Presentation:	20%
World in Conversation Climate Change Dialogue:	<u>10%</u>
	100%

Discussion Guide

Each student will select one week for which they will act as the seminar’s discussion “guide”. Each Thursday, the weekly guide will lead discussion on the topic and readings

for the week by preparing questions for the class. Discussion might cover primary arguments and key research findings (if applicable), your reactions to the arguments made, including strengths and limitations of the readings, a discussion of what you think the readings add to our understanding of the topic, how they complement or diverge from each other, what they neglect, and how they can be applied to what we have already covered in the course. The questions that you prepare to guide the class discussion should elicit responses that stimulate engagement among the other students in the class. This is worth 10% of your grade.

Weekly Reading Reactions and Class Participation

You are responsible for brief weekly reaction to the assigned readings (approximately a half page, single spaced). I may occasionally post questions/thoughts to stimulate responses. You can choose to answer these questions or post reactions of your own. Reactions should be posted in the discussion board in Angel on the Tuesday night before the Thursday class when the readings will be discussed. The discussion leader may wish to use these summaries to stimulate ideas about the questions to ask during the Thursday class. Accordingly, be sure to post promptly so that the discussion leader has time to read the posts. You are also expected to contribute in meaningful ways to class discussion. This is especially important during our Thursday seminar discussion days. The combined weekly summaries and class participation are worth 25% of your grade.

Midterm Infographic Project

Infographics have become an increasingly popular way of presenting information in a limited space. For your midterm project, you will develop an infographic on any population and environment problem of your choosing. There are many free online infographic tools that you can use (edudemic.com, piktochart.com, infogr.am, visual.ly, etc.). I will provide examples of good infographics in a folder on Angel. Your infographic should be accompanied by a brief summary of the problem you are presenting (a separate one page single-spaced Word document with references). Your grade will be based on how well you are able to convey the information you intended, the accuracy and relevance of the information presented (including references), and the visual appeal of your infographic. You will submit these electronically through a discussion board in Angel so that your classmates can see what you have produced. This is due **Thurs, March 3** and is worth 20% of your grade.

Research Paper and Presentation

You will independently research the major population and environment dilemmas of a single country or place within a country of your choosing (i.e., region, state, province, city). The goal is to develop a final research report. You should become an expert on issues of population and environment for the geography you select, but you should also be able to describe how the population and environment issues in that location interact with those of the rest of the region and the world. The paper should be 10-15 double spaced pages (12 point font), including any tables, figures and references. References must be presented in a standard academic format.

- **FIRST DRAFT:** You will complete a first draft of the paper on which I will provide detailed feedback for improvement. This is not a *partial* draft or a *rough* draft, but instead should be a completed paper that you consider to be your best work. The first draft is due **Thurs, March 31** and is worth 15% of your final grade.
- **FINAL DRAFT:** Based on my feedback, you will revise your paper and submit a final draft along with a document describing each of the changes you made to respond to my comments. If you do nothing to improve your paper between the first draft and final draft, your final paper grade will be lower than your draft paper grade. The final draft of the paper and the document describing the changes you made from the first draft are due on **Monday, May 2**.
- **PRESENTATION:** You will provide a brief in-class presentation of your project during the **final week of class (April 26, April 28)**. The presentation, which should take no more than 8 minutes, should briefly summarize your main findings and topics you found particularly compelling. There will be five minutes for questions after each presentation.

The final grade you earn on your research paper will be largely influenced by how much you improve your paper based upon the feedback I provide. I will not accept late papers or give an incomplete for the course (except in extreme cases), so be sure to submit your paper on time. The final project (paper, document describing changes, and class presentation) are worth a combined 20% of your final grade.

World in Conversation Climate Change Dialogue

- World in Conversation (WinC) is a Center for Public Diplomacy that facilitates dialogues *for* Penn State students *by* Penn State students. These dialogues are meant to expand perspectives and invite greater understanding on topics that are relevant, complex and often contentious. No one will tell you what you *should* think; instead they will ask you to express what you *actually* think. You will participate in a climate change dialogue as a part of this class. Each session is 95 minutes in duration and will occur outside of our regular class meeting times. One week before the sessions for this class begin, you will receive an email explaining how to register. This email will be sent to your PSU account. In order to receive credit, your attendance will be recorded. But keep in mind: You will not be able to attend the program (or receive credit) if you are more than 5 minutes late. Any questions about WinC should be directed to the WinC staff: 814-865 5692 or worldinconversation@psu.edu
- You will post a brief reaction (half page single spaced) to your participation in Angel no later than one week after the session you attend. Topics you may wish to include in your reaction: What were the most contentious topics discussed? Were there topics/areas of large agreement? Did you notice disciplinary differences in reactions/responses to certain topics? What might explain those differences? How does what you discussed relate to the material covered in this course? WinC participation and the related discussion post is worth 10% toward your grade in this class.

Grading Scale

A = 100-94	B = 85-83	C = 75-73	D = 66-63
A- = 93-90	B- = 82-80	C- = 72-70	D- = 62-60
B+ = 89-86	C+ = 79-76	D+=69-67	F = 59 or less

Detailed Schedule with Assigned Readings

Week 1	Jan 12, Jan 14	Course Introduction and Overview
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- Population Reference Bureau. 2015. Population Data Sheet.
http://www.prb.org/pdf15/2015-world-population-data-sheet_eng.pdf

Week 2	Jan 19, Jan 21	Introduction to Demography: Births, Deaths, Migration & How they Relate to the Environment
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- Lundquist et al. textbook. Introduction (pgs 1-16).
- McFalls Jr., Joseph A. 2007. Population: A Lively Introduction, 5th edition. *Population Bulletin* 62(1). <http://www.prb.org/pdf07/62.1LivelyIntroduction.pdf>
- Deaton, Angus. *The Great Escape*. Introduction (pages 1-22).

Week 3	Jan 26, Jan 28	Global Population Trends & Demographic Transition Theory
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- Lundquist et al textbook. Chapter 3 (pages 47-65).
- Poleman, Thomas T. 1995. "Population: Past Growth and Future Control." *Population and Environment* 17(1):19-40.
- Deaton, Angus. *The Great Escape*. Chapter 1 (pages 23-56).

Week 4	Feb 2, Feb 4 (NO CLASS FEB 2)	Mortality and Fertility Transitions
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WE WILL NOT HOLD CLASS ON FEB 2. THAT DAY WILL COUNT AS THE SUBSTITUTE FOR YOUR REQUIRED ATTENDANCE AT THE WORLD IN CONVERSATION CLIMATE CHANGE DIALOGUE, WHICH YOU CAN COMPLETE ANY TIME THROUGHOUT THE SEMESTER. YOU WILL STILL COMPLETE THE ASSIGNED READINGS (BELOW) AND DISCUSSION POST FOR THIS WEEK AND CLASS WILL BE HELD ON THURS., FEB 4.

- Lundquist et al textbook. Chapter 5 (pages 150-166).
- Lundquist et al textbook. Chapter 6 (pages 189-204).
- Lundquist et al textbook. Chapter 7 (pages 219-227 and 261-268).
- Deaton, Angus. *The Great Escape*. Chapter 2 (pages 59-100).

Week 5	Feb 9, Feb 11	Migration and Urbanization
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- Lundquist et al textbook. Chapter 9 (pages 325-328 and 350-353)
- Lundquist et al textbook. Chapter 10 (pages 375-399)
- Liddle, Brantley. 2014. "Impact of Population, Age Structure, and Urbanization on Carbon Emissions/Energy Consumption: Evidence from Macro-Level, Cross-Country Analyses." *Population and Environment* 35:286-304.

Week 6	Feb 16, Feb 18	Theoretical Perspectives on the Population-Environment Interaction
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- Pebley, Anne R. 1998. "Demography and the Environment." *Demography* 35(4):377-389.
- Lundquist et al. textbook. Chapter 3 (pgs 65-84)
- Jolly, Carole L. 1994. "Four Theories of Population Change and the Environment." *Population and Environment* 16(1):61-89.
- Sherbinin, Alex de, David Carr, Susan Cassels, and Leiwen Jiang. 2007. "Population and Environment." *Annual Review of Environment and Resources* 32:345-373.

Week 7	Feb 23, Feb 25	Common Property Resources & the Tragedy of the Commons
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- Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(13):1243-1248.
- Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284:278-282.
- Wade, Robert. 1987. The Management of Common Property Resources: Collective Action as an Alternative to Privatisation or State Regulation." *Cambridge Journal of Economics* 11(2):95-106.
- Acheson, James. 2000. "Clearcutting Maine: Implications for the Theory of Common Property Resources." *Human Ecology* 28(2):145-169.

Week 8	March 1, March 3	Human Perceptions of the Environment & Environmental Values
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- Greider, Thomas and Lorraine Garkovich. 1994. "Landscapes: The Social Construction of Nature and the Environment." *Rural Sociology* 59(1):1-24.

- Morrissey, Jennifer and Robert Manning. 2000. "Race, Residence, and Environmental Concern." *Human Ecology Review* 7(1):12-23.
- Stedman, Richard, Jeffrey B. Jacquet, Matthew R. Filteau, Fern K. Willits, Kathryn J. Brasier, and Diane K. McLaughlin. 2012. "Marcellus Shale Gas Development and New Boomtown Research: Views of New York and Pennsylvania Residents." *Environmental Practice* 14(4):382-393.

MIDTERM INFOGRAPHIC PROJECT DUE THURS., MARCH 3 (SUBMIT IN ANGEL)

Week 9	March 8, March 10	SPRING BREAK – NO CLASSES
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Week 10	March 15, March 17	Health, Wealth, and the Origins of Inequality
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- Deaton, Angus. *The Great Escape*. Chapters 3 and 4 (pages 101-164) - You should have read the Introduction and all of Part 1 by this point in the course.
- Lundquist et al textbook. Chapter 5 (pages 167-179).
- Lundquist et al textbook. Chapter 6 (pages 205-211).

Week 11	March 22, March 24	Environmental Quality and Inequity
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- Boon, Christopher G. and Ali Modarres. 1999. "Creating a Toxic Neighborhood in Los Angeles County: An Historical Examination of Environmental Inequity." *Urban Affairs Review* 35(2):163-187.
- Mitchell, Jerry T., Deborah S.K. Thomas, and Susan L. Cutter. 1999. "Dumping in Dixie Revisited: The Evolution of Environmental Injustices in South Carolina." *Social Science Quarterly* 80(2):229-243.
- Perz, Stephen G. 1997. "The Environment as a Determinant of Child Mortality among Migrants in Frontier Areas of Para and Rondonia, Brazil, 1980." *Population and Environment* 18(3):301-324.

Week 12	March 29, March 31	Food, Livelihoods, and Natural Resource Dependent Communities
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- Umezaki, Masahiro, Yukio Kuchikura, Taro Yamauchi, and Ryutaro Ohtsuka. 2000. "Impacts of Population Pressure on Food Production: An Analysis of Land use Change and Subsistence Pattern in the Tari Basin in Papua New Guinea Highlands." *Human Ecology* 28(3):359-381.

- Connelly, W. Thomas and Miriam S. Chaiken. 2000. "Intensive Farming, Agro-Diversity, and Food Security under Conditions of Extreme Population Pressure in Western Kenya." *Human Ecology* 28(1):19-51.
- Jensen, Leif, Tse-Chuan Yang, and Patricia Munoz. 2012. "Natural Resource Dependence: Implications for Children's Schooling and Work in Chile." *Society & Natural Resources* 25(1):3-21.
- Lorah, Paul and Rob Southwick. 2003. "Environmental Protection, Population Change, and Economic Development in the Rural Western United States." *Population and Environment* 24(3):255-272.

RESEARCH PAPER FIRST DRAFT DUE THURS., MARCH 31 (SUBMIT IN ANGEL)

Week 13	April 5, April 7	Climate Change Impacts on Populations
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- Haines, A., R.S. Kovats, D. Campbell-Lendrum, and C. Corvalan. 2006. "Climate Change and Human Health: Impacts, Vulnerability, and Mitigation." *The Lancet* 367(9528):2101-2109.
- Boncour, Philippe and Bruce Burson. 2009. "Climate Change and Migration in the South Pacific Region: Policy Perspectives." *Policy Quarterly* 5(4):13-20.
- Black, Richard, Stephen R. G. Bennett, Sandy M. Thomas, and John R. Beddington. 2011. "Migration as Adaptation." *Nature* 478:447-449.
- Matthews, Stephen A., Ganesh P. Shivakoti, and Netra Chhertri. 2000. "Population Forces and Environmental Change: Observations from Western Chitwan, Nepal." *Society and Natural Resources* 13:763-775.

Week 14	April 12, April 14	Environmental Disaster Impacts on Populations
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- Neumayer, Eric and Thomas Plumper. 2007. "The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981-2002." *Annals of the Association of American Geographers* 97(3):551-566.
- Finch, Christina, Christopher T. Emrich, and Susan L. Cutter. 2010. "Disaster Disparities and Differential Recovery in New Orleans." *Population and Environment* 31:179-202.
- Elliott, James R. and Jeremy Pais. 2010. "When Nature Pushes Back: Environmental Impact and the Spatial Redistribution of Socially Vulnerable Populations." *Social Science Quarterly* 91(5):1187-1202.

Week 15	April 19, April 21	The Great Escape: Adaptation, Sustainability, and What to do about Those Left Behind
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- O'Brien, Karen, Siri Eriksen, Linda Synga, and Lars Otto Naess. 2006. "Questioning Complacency: Climate Change Impacts, Vulnerability and Adaptation in Norway." *Ambio* 35(2):50-56.
- Harden, Carol P. 2012. "Framing and Reframing Questions of Human-Environment Interaction." *Annals of the Association of American Geographers* 102(4):737-747.
- Deaton, Angus. *The Great Escape*. Chapters 6 and 7 (pages 218-329). ****NOTE:** This is a lot of reading. You should be starting this in earlier weeks so you can complete this by Week 15. ******

Week 16	April 26, April 28	Final Project Presentations
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FINAL PAPER DUE MONDAY, MAY 2 (SUBMIT IN ANGEL)

University Policies

Statement of Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. All Penn State University policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty WILL be pursued under the University regulations concerning academic integrity.

My additional policy: I will 'Google' passages from the work you submit. With current technology, it is very easy to detect plagiarism. Any instances of plagiarism will result in a '0' for the assignment. This serves as your first and only warning.

Statement of Nondiscrimination

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Direct all inquiries regarding the nondiscrimination policy to:

Affirmative Action Director
The Pennsylvania State University
201 Willard Building
University Park, PA 16802-2801
Telephone: (814) 863-0471

Disability Access Statement:

If you have a documented disability and wish to receive academic accommodations, please contact the campus disability liaison as soon as possible: (name, office, telephone, email). For additional information, check the university web site:

<http://www.equity.psu.edu/ods/>

NOTE: Accommodations require documentation.