



# GGEOP219

## Geographical Perspectives on Population

S1 External 2016

*Department of Geography and Planning*

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## General Information

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W3A 432

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

Many of the world's biggest challenges have been triggered by a growing global population. This unit explores the social, economic, political and environmental drivers and implications of population change at multiple scales. The unit explores historical and contemporary fertility and mortality patterns, migration, urbanisation, ageing, Indigenous populations, population-physical environment interactions, and the politics of population. Population challenges in the both the developed and the developing world are covered, with a specific focus on Australia and the Asia-Pacific region.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various

ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)

Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)

Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)

Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## Assessment Tasks

Name	Weighting	Due
<u>Group Tutorial Paper</u>	10%	24 March (Week 4 tutorial)
<u>Individual Tutorial Paper</u>	15%	Week 6 or Week 12
<u>Written Assignment</u>	30%	28 April or 19 May
<u>Tutorial Participation</u>	5%	Weeks 2, 7, 8, 9 & 10
<u>Examination</u>	40%	Exam period

### Group Tutorial Paper

Due: **24 March (Week 4 tutorial)**

Weighting: **10%**

**Date due:** Tutorial – Week 4 (Thursday 24 March)

**Word length:**

Internal: 2,500 words (not including figures) plus presentation

External: 1,000 words (not including figures)

**Submission (internal students):**

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 11am on Thursday 24 March

**Submission (external students):**

Email report to Kristian by 5pm Thursday 24 March

**Topic:** Students will work in **small groups** to produce a population profile of a sub-national

region. The case study sites could be (allocated by tutor):

- Two Suburbs within Sydney
- Greater Capital City Statistical Area
- NSW Statistical Local Areas Level 4
- States

The profile should explore the **current demographic situation** and *could* cover such attributes as:

- population size and distribution
  - age-sex structure
  - birth and death rates
- ethnic composition
  - labour force characteristics
  - socio-economic composition

In addition, the profile could also explore some of the **major changes** that have occurred in population over the past decade or so (e.g. rapid growth/decline, changing age or ethnic composition).

Each profile should also include at least **1 map** and **1 graph/table** which aid in illustrating the profile of the area.

Groups should **critically evaluate** the data available (i.e. what are the positives/negatives/challenges/limitations of the data?).

Each group will be required to give a 5-7 minute presentation on their case study in their tutorial (3-4 slides)

**Internal students:** Students in each group will receive the same mark. If you have concerns over the contribution of individual group members please contact Kristian (the earlier the better!).

**External students:** Kristian will email each external student their case study location at the beginning of Week 3. As external students will be working by themselves they are not required to do a presentation.

On successful completion you will be able to:

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in

population geography (Learning Outcome 2)

- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## Individual Tutorial Paper

Due: **Week 6 or Week 12**

Weighting: **15%**

Students have two options to choose from. Students must indicate which individual tutorial paper they intend to complete in the tutorial in Week 3. External students should email their selection to Kristian.

### **Option 1 – Asian Population issues: media analysis and population forum**

**Date due:** Week 6 (Thursday 7 April)

**Word length:** 1,500 words

**Submission (internal and external students):**

Hard copy of reports submitted in tutorials (no Turnitin)

The tutorial paper should include two parts: Part 1: Media Analysis and Part 2: Policy Analysis. To avoid repetition, countries will be allocated by Kristian at the **end of Week 3** (3 weeks before due date).

#### **Part 1 (approx. 750 words)**

Students should survey population issues being covered in newspapers in countries in Asia. See tutorial instructions on ilearn for more details (Week 5).

In your review you should try and discern any **patterns** in the material (e.g. an emphasis on a particular topic, particular views being espoused, etc). A typical structure could be:

- Outline the country/newspaper explored
- Provide an overview of the main population issues being covered in the media
- Discuss whether you think the issues are being reported in a neutral fashion or if particular political/social/cultural biases are being represented
- Relate how your findings relate to material covered in the lectures

You are required to find at **least 4 newspaper articles** associated with population issues (references will need to be provided). Try and find articles published in the last 3 years.

#### **Part 2 (approx. 750 words)**

Students should develop a short **policy brief** for the Minister for Population of your Asian country. The policy brief should be in the form of a brief report which outlines the country's **main population features, issues/problems and policies**. This section should draw on data illustrating some of the population characteristics of the country (population growth, distribution, birth rate, mortality, health, age and sex structure, ethnic composition, employment, migration, urbanisation, etc) and make links with other policy areas (eg health, economy, immigration).

Parts 1 and 2 can either be completed separately or combined into a single report as long as all aspects of the assessment are addressed.

## **Option 2 – Australian Population Debate**

**Date due:** Tutorial – Week 12 (Thursday 2 June)

**Word length:** 1,500 words (plus presentation for internal students)

### **Submission (internal students):**

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 11am on Thursday 2 June

### **Submission (external students):**

Email report to Kristian by 5pm Thursday 2 June

Students who choose to complete Option 2 will be allocated to one side of the population debate (Affirmative or Negative) by Kristian at the **end of week 9** (3 weeks before due date).

### **Debate topic:** *"That Australia is dangerously under-populated"*

- Affirmative (agree that Australia is under-populated)
- Negative (disagree that Australia is dangerously under-populated)

Each student is required to submit a tutorial paper outlining the **main points for or against** (depending on which side of the debate you are allocated) the fact that Australia is currently under-populated. In your paper you should refer to issues associated with **immigration** (increased vs decreased), **fertility** (increased vs stable vs decreased) and **mortality** (issues of ageing) – all aspects of the population balancing equation! You can draw on newspaper, other media reports, reports from Government Department and industry, as well as academic publications.

Internal students will be required to present to the class their main findings/points in their Week 12 tutorial. The presentations will be used to facilitate a broader "class debate"

On successful completion you will be able to:

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- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## Written Assignment

Due: **28 April or 19 May**

Weighting: **30%**

Students have two options to choose from. Students must indicate which written assignment they intend to complete in the tutorial in Week 3. External Students should email their selection to Kristian.

### Option 1 - Research Exercise

**Date due:** 11am Thursday 28 April (Week 7)

**Word length:** 2,500 words plus maps

**Submission (internal and external students):**

Reports (including coversheet) must be submitted to Turnitin before 11am (link available on GEOP219 ilearn page). Late submissions should be submitted to the "late submissions" link.

**Topic:** Using the country figures in the 2015 World Population Data Sheet (found in the Research Exercise folder in ilearn):

- (a) **map**
- (b) **describe** and
- (c) attempt to explain **the geographic patterning of total fertility rates** across Asia.

- **Do not** include the countries of Western Asia in your analysis.
- For your map(s), use the choropleth technique. Notes on choropleth mapping and examples of the technique can be found in the Research Exercise folder on the GEOP219 ilearn site. The mapping process does not use GIS – rather you are expected to create the maps yourself (i.e. colour them in). While not overly sophisticated(!), this method gives you a better ‘feel’ for the data and the process of choropleth mapping. Two methods are suggested:

- Method 1: you can print out the pdf maps of Asia available on ilearn and colour them in by hand.
- Method 2: a jpeg file (Asia map) is also available on ilearn. This file can be opened in MS Paint (or similar programs) and coloured in using the 'fill with colour' tool. To help you, I have started a legend with 6 categories - you don't need to use all 6 for your maps. Use the 'text' tool to complete the map.
- There is no set number of maps required. The number of maps and the data you choose to map should illustrate factors influencing total fertility rates (you will not receive extra marks for creating lots of maps!)
- Your *description* section should explore the *spatial differences/patterning* of various data across the region. This description should be used as a basis of your explanation.
- For the explanation part of the exercise you should draw on some of the social and economic variables in the Asia Population Data file, **plus** reading on the topic. What are the drivers of female life expectancy? Google Scholar/database searches will lead you to useful references.
- **Do parts (b) and (c) separately** in your submitted paper under the sub-headings of “Description” and “Explanation”.
- Your report should include a brief introduction and conclusion.
- The weightings for the various parts of the assignment are as follow:
  - (a) maps - 5 marks
  - (b) description - 10 marks
  - (c) explanation - 15 marks.

## **Option 2 - Essay Assignment**

**Date due:** 11am Thursday 19 May (Week 10)

**Word length:** 3,000 words

**Submission (internal and external students):**



Essays (including coversheet) must be submitted to Turnitin before 11am (link available on GEOP219 ilearn page). Late submissions should be submitted to the "late submissions" link.

Write an essay on the following **topic**:

***“Migration is the critical population issue of our time”***

*Critically discuss* this statement, illustrating your answer with reference to the Asia-Pacific region.

Your essay *could* explore:

- Definitions, types and scales of migration across the Asia-Pacific region
- Difference between male/female
- Differences between skilled/unskilled
- Data on migration across the region
- Policies and politics of migration
- Positives and negatives impacts of migration on individuals, communities and countries (of origin and receiving).
- The impact migration has on other aspects of the population system (e.g. fertility, mortality, ageing)

Note: the essay should not repeat material covered in lectures, but provide a detailed discussion of immigration in individual locations. Your essay should explore how the impact of immigration is dependent on the unique (geographical, social, cultural, political, and economic) characteristics of individual countries and regions.

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## Tutorial Participation

Due: **Weeks 2, 7, 8, 9 & 10**

Weighting: **5%**

A series of tasks will be completed in tutorials in Weeks 2, 7, 8, 9 & 10. Students who complete these tasks will receive 1 mark per week.

**Internal students** are required to submit their task at the completion of their tutorial in these weeks.

**External students** are required to email their tasks to Kristian by Thursday of Weeks 2, 7, 8, 9 & 10.

The tutorial tasks will be posted on ilearn 1 week before they are due.

Overall attendance at/contribution to tutorials will be taken into consideration when allocating final grades.

On successful completion you will be able to:

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## Examination

Due: **Exam period**

Weighting: **40%**

A two hour examination will be held in the examination period at the end of session. Students will be required to complete **two essays** based on the lecture and tutorial program. Students will be given the opportunity to select the essay topics from six options. Previous examination papers are available from the Library.

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## Delivery and Resources

### Submitting your assignments

Your **written assignment** (Research Exercise or Essay Assignment) must be submitted on (or before) 11.00am on the due date listed (before lecture). **All written assignments (not tutorial papers) must be submitted to Turnitin.** A link for each written assignment is available on the GEOP219 iLearn page. Your assignment must be submitted with a Cover Sheet (available from GEOP219 ilearn page). Students must complete all the details on the Cover Sheet and sign the declaration regarding academic honesty that is part of the cover sheet.

**All students** must keep a clean electronic copy of their assignment.

**Late penalties:** Please note that the penalty for late submission of assignments is 10% per day. This penalty will be applied unless you are granted an extension.

**Extension requests:** Circumstances that affect your ability to complete assignments by the due date must be discussed with Kristian. Appropriate supporting documentation may be required. Ensure that this is done before the due date.

### Tutorial tasks

Detailed information on the requirements of the Tutorial tasks can also be found on the **GEOP219 ilearn page**. For internal students all tutorial papers are submitted in their tutorial. External students need to email Kristian their task by the due date.

### Written style

All assignments should be written in 12 point font with 1.5 spacing. All work must be appropriately referenced. You can use any referencing style you like, however, it must be correct!

### Technology used and required

GEOP219 make extensive use of web-based teaching support using ilearn (<https://ilearn.mq.edu.au/>). Access to the Internet and regular access to the unit's ilearn website is essential. Material relating to tutorial tasks is available on the GEOP219 ilearn site.

## Unit Schedule

Wk	Date	Lecture Topic	Tutorial	Assessment
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1	3 March	<b>Introduction:</b> The Study of Population and The Population System	<i>No Tutorial</i>	
2	10 March	<b>Counting People:</b> Population Data / Measuring Populations  <b>Overview of World Population:</b> Past, Present and Future	Simulating population change using Intlpop and research time ( <b>1 mark tutorial participation</b> )	
3	17 March	<b>Theorising Population:</b> Classical Demographic Transition Theory	<b>Group Tutorial Paper</b>  Scaled population profiles - Group work	- Students to indicate assignment preference  - Kristian to allocate case study countries for Tutorial Paper 1
4	24 March	<b>Process Element 1:</b> The European Fertility Transition Re-examined and Transition in other Developed Countries	<b>Group Tutorial Paper -</b>  Tutorial Presentations	<b>Group Tutorial Paper</b> (10%)
5	31 March	<b>Process Element 1:</b> Fertility Transition in Less Developed Countries	<b>Tutorial Paper (option 1)</b>  Tutorial Paper 1 Preparation  - only students completing option 1 need to attend	
6	7 April	<b>Case Study:</b> Fertility and Mortality in China	<b>Tutorial Paper (option 1)</b>  Tutorial Presentations	<b>Tutorial Paper – option 1:</b> Asian Population Issues (15%)
		BREAK		
7	28 April	<b>Process Element 2:</b> The Mortality Revolution in More Developed Countries	<b>Class Discussion</b> – Lessons from China for the Less Developed World ( <b>1 mark tutorial participation</b> )	<b>Written Assessment – option 1:</b> Research Exercise (30%)
8	5 May	<b>Process Element 2:</b> The Mortality Revolution in Less Developed Countries	<b>Population Scenarios</b>  ( <b>1 mark tutorial participation</b> )	
9	12 May	<b>Process Element 3:</b> Drivers, Scale and Outcomes of Migration	<b>International Migration</b>  ( <b>1 mark tutorial participation</b> )	- Kristian to allocate side of debate for Tutorial Paper 2
10	19 May	<b>Australian Population System I</b> (Fertility/ Mortality/ Migration)	<b>Class discussion</b> – Geographies of Population in Australia (urban/rural/sea change) ( <b>1 mark tutorial participation</b> )	<b>Written Assessment - option 2:</b> Essay Assignment (30%)
11	26 May	<b>Australian Population System II</b> (Fertility/ Mortality/ Migration)	<b>Tutorial Paper (option 2)</b>  Debate preparation  - only student completing option 2 need to attend	

12	2 June	<b>Outcomes of the Population System I:</b> Population Ageing	<b>Tutorial Paper (option 2)</b>  Class Debate – Australian Population Growth	<b>Tutorial Paper – option 2:</b> Australian Population Debate (15%)
13	9 June	<b>Outcomes of the Population System II:</b> Population, Politics and Australia's Population Future  <b>Unit review</b>	Review	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcome

- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)

### Assessment tasks

- Individual Tutorial Paper
- Written Assignment

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them

competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Written Assignment
- Tutorial Participation
- Examination

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)



- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation
- Examination

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to



read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation
- Examination

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Individual Tutorial Paper

- Written Assignment

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

### Assessment tasks

- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation