

PADM 3210: Population Demographics and Planning

Instructor Contact

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Communication Expectations: The best way to correspond with the instructors is email. Email communication provides an opportunity to practice drafting professional correspondence. All emails should include a salutation, use appropriate language (i.e. no emoji's) and end with a signature that includes your full name and preferred email address.

Course Description

Planning for resilient environments requires holistic and equitable planning approaches that reflect the needs of current and future populations. Urban planners, environmental engineers, and public policy experts rely on information about population growth and demographics to make a variety of policy decisions including how many schools a city should build, how much water a region needs for the future, and what type of public health initiatives would best serve a community. As the world becomes increasingly urban, the ability to understand and shape human population processes is crucial for improving the lives of current and future generations.

This course introduces students to the theories, strategies, and controversies surrounding the use of population data in urban planning practice and its practical applications for creating resilient environments for current and future generations. Student taking this course will sharpen their perception of population growth and change to increase their awareness of trends and causes of fluctuations in urban and regional populations. We will explore the key concepts and measures (and assumptions) used to study population dynamics, including techniques for describing population characteristics and for understanding population change. We will discuss the centrality of population dynamics to social, political, and economic issues in urban areas around the globe to prepare students with the skills and intellectual tools to cope with a future that will be shared with billions more people than there are today.

Course Structure

This course is divided into 3 modules: (1) Introduction to Demographic Theory and Concepts; (2) Demographic Data: Skills, Ethics and Controversies; and (3) Population Issues in Urban Planning and

Policy. Each module has assigned readings, in-class activities and assignments that require class attendance and active participation.

Course Prerequisites or Other Restrictions

This course includes several assignments aimed at understanding quantitative data relevant to the course topics, but no prior statistics courses or calculus background is required. We will be using Excel software to perform several tasks throughout the semester, including the final project. If you are not familiar or comfortable using Excel, please consult the [Academic Resource Center](#) or consider taking the free tutorial available through Linked-In Learning.

Face Masks. Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor. If you need a face covering for class, please visit one of these campus locations to obtain a disposable mask: Willis Library; Union Information Desk; VP Student Affairs office – Hurley Administration Building; Discovery Park – Engineering Dean’s Office & College of Information Dean’s Office; Inspire Park –Administrative Office 115 and Hall Park – Library 166.

Course Objectives

By the end of this course, students will be able to:

1. Use demographic concepts and data to describe a population
2. Interpret tables and figures representing demographic data and evaluate the reliability of population estimates and data sources
3. Develop a critical understanding of the data collection process and the use of population data in urban planning and policy
4. Describe and critique how demographic changes in the U.S. and around the globe are relevant to contemporary planning and policy debates
5. Evaluate various planning interventions related to population change

Course Readings

- Lundquist, J. H., Anderton, D. L., & Yaukey, D. (2014). Demography: the study of human population. Waveland Press. ISBN: 1478613068
- Articles and materials posted on Canvas

Teaching Philosophy

Learning is a social activity that requires engaged participation. Students will benefit most from this course if they complete the assigned readings and activities prior to attending class, ask questions and offer opinions about course material and respectfully engage with their classmates and instructor about course topics during class discussions and in the online forums.

Course Assignments

Assignment	% of Grade	Due Date
Virtual Classes: Activities, Quizzes and Assignments	20%	Weekly
Discussion Posts: Contemporary Demographic Issues (4)	15%	Weeks 2 – 6
Report: Population Analysis and Projections	15%	Week 8
Midterm Exam	15%	Week 9
Reflection Papers: Demographic Issues in Planning + Policy (4)	15%	Weeks 10 - 14
Final Project: Poster and Podcast	20%	December 5

Virtual Classes: Activities, Quizzes and Assignments (20%). Each week you will complete one class session using online resources and virtual tools. Your completion of the reading and lecture quizzes, online activities, and other assignments that are part of the virtual sessions will compose this portion of your final grade. All virtual activities are due by Saturday at midnight of the week they are assigned. Students will lose points for assignments, activities and quizzes completed after the due date.

Discussion Postings on Contemporary Planning Issues (15%). During the first module (Weeks 2 – 6), you will make discussion posts based on class material and topics for each week. Guidelines for each discussion post will be available on Canvas. Each discussion post will be worth 10 points, and there is a rubric on Canvas that illustrates the point distribution.

Population Analysis and Projections (15%): You will create a demographic profile and projections for a community in the United States. Using the guidelines provided in class you will download census or ACS data, create at least three exhibits displaying the data (with appropriate labels, titles, etc.). For each exhibit, you will prepare a three-paragraph summary that (1) discusses the main findings, and (2) identifies any issues with the data source or reliability of the data. Your report should also have a conclusion that identifies any potential planning problems or needs related to the observed demographic trends. This report can be completed alone or in pairs.

Midterm (15%): Online, open note exam on material covered in Modules 1 and 2 (Weeks 1 – 8).

Reflection Papers (15%): During the third module (Weeks 10 – 14) you will complete three reflection papers based on the assigned readings (note: students can elect to submit four papers and drop the lowest score). Papers should be 2 – 4 pages in length, will briefly summarize the arguments and main points in the readings assigned for that week, and offer critical reflection on the issues and proposed solutions. Reflection papers should also include at least three provocative/thoughtful questions that emerged from your consideration of the readings.

Demographic Poster and Podcasts: Building Sustainable + Equitable Communities (20%). This final project requires you to synthesize material and skills discussed through the semester into two major deliverables: (1) Demographic Analysis Poster and (2) Podcast on equitable and sustainable development challenges and solutions. More details will be provided during the semester.

Course Schedule and Readings

Note: F2F = Face-to-Face Class Sessions; VC = Virtual Class Sessions
 Readings should be completed **BEFORE** the face-to-face sessions

Week	Readings, Assignments and Activities
Week 1 (8/24 + 8/26)	
F2F: Course Overview, COVID Protocols, Q+A	
VC: Introduction Activity; Syllabus Quiz	<i>Syllabus</i>
Module 1: Introduction to Demographic Theory and Concepts	
Week 2: Introduction to Demography (8/31 + 9/2)	
F2F: Terminology + Calculating Population Change	<i>Demography</i> Chapter 1, p. 1 - 18
VC: Atlas of Urban Expansion Activity	Discussion Post 1 Due (9/5)
Week 3 (9/9) <No class on Monday>	
F2F: Lecture + Discussion	<i>Demography</i> Chapter 2, p. 19 – 44
VC: Demographic Data Sources Activity	Discussion Post 2 Due (9/12)
Week 4 (9/14 + 9/16)	
F2F: Population Projections Lab	<i>Demography</i> Chapter 3, p. 47 - 86
VC: Demographics in Urban Planning + Policy	Discussion Post 3 Due (9/19)
Week 5 (9/21 + 9/23)	
F2F Population Structure + Census Data Lab	<i>Demography</i> , Chapter 4, p. 93 - 107
VC: Population Pyramids and Cohort Projections	Discussion Post 4 Due (9/26)
Module 2: Demographic Data: Skills, Ethics and Controversies	
Week 6 (9/28 + 9/30)	
F2F: U.S Census + Demographic Data Lab	<i>Demography</i> Chapter 9, p. 325 – 334;
VC: Migration, Gravity Model + the Great Migration	<i>Demography</i> Chapter 9, p. 344 – 360
Week 7 (10/5 + 10/7)	
F2F: Population Profile Assignment Lab I	<i>Articles on Canvas</i>
VC: Data Visualization lecture + activity	
Week 8 (10/12 + 10/14)	
F2F: Population Profile Assignment Lab II	<i>Demography</i> , Chapter 11, p. 405 – 424
VC: Measuring Segregation + Diversity	<i>Demography</i> , Chapter 11, p. 433 – 441
	Population Profile Report Due (10/17)
Week 9 (10/19 + 10/21)	
F2F: Final Project Overview	<i>Final Project Guidelines</i>
VC: Midterm Exam	Online MIDTERM
Module 3: Contemporary Planning: Population Issues and Solutions	

Week 10 (10/26 + 28): Environmental Sustainability	
F2F: Definitions and Causes	<i>Articles on Canvas</i>
VC: Planning and Policy Interventions	<i>Sustainable Planning Reports (on Canvas)</i>
	Reading Response 1 Due (10/31)
Week 11 (11/2 + 11/4): Segregation and Inequality	
F2F: Definitions and Causes; Lecture	<i>Articles on Canvas</i>
VC: Planning and Policy Interventions	<i>Zoned Out! (excerpts on Canvas)</i>
	Reading Response 2 Due (11/7)
Week 12 (11/9 + 11/11): Gentrification	
F2F: Definitions and Causes	<i>Freeman (2011), excerpts</i>
VC: Policy Solutions	<i>How to Kill a City (excerpts on Canvas)</i>
	Reading Response 3 Due (11/14)
Week 13 (11/16 + 11/18): Population Decline	
F2F: Definitions and Causes (Detroit, MI)	<i>Origins of Urban Crisis (excerpts on Canvas)</i>
VC: Planning and Policy Interventions	<i>LaFrambois et al. (2019) on Canvas</i>
	Reading Response 4 Due (11/21)
Week 14 (Thanksgiving Week)	
VC: Creating a Podcast Lecture + Activity	
VC: Final Project Work Session	
Week 15 (11/30 + 12/2)	
VC: Poster + Podcast Peer Review Sessions	Individual Zoom Check-Ins; See Canvas
VC: Poster + Podcast Peer Review Sessions	Individual Zoom Check-Ins; See Canvas
Saturday December 5	Final Projects Due @ 12:30 PM

Technical Requirements & Skills

Minimum Technology Requirements

To succeed in this course students should have access to a computer with Microsoft Excel or a similar spreadsheet software and be comfortable using Canvas. Students should also be familiar with presentation and graphics programs (i.e. PowerPoint, Prezi) and be comfortable using the internet to find various resources.

The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with a webcam and microphone to participate in fully remote portions of the class.

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.

- All communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman in a size 10- or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious with humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).

Assignment Policy

Assignment due dates are listed in the syllabus and posted on Canvas. For each assignment, you can find instructions and additional materials on Canvas. All papers and assignments should be submitted via the assignment drop box on Canvas, unless indicated otherwise.

The University is committed to providing a reliable online course system to all users. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

We will have one online exam in this course. You are expected to complete the exam individually but are encouraged to prepare for the exam with your classmates using the study guide posted on Canvas.

Late Work

Late assignments will be accepted for partial credit at the discretion of the instructor. Students that turn in last assignments will only receive grades equal to or lesser than the lowest grade received by a student who submitted their assignment by the due date. If unexpected circumstances prevent assignment completion on time (e.g. hospitalization, emergency travel), email the instructor as soon as possible to make alternative due date arrangements.

Attendance Policy

Attendance is required and will be taken every class. If you are unable to attend class, please email the instructor and the teaching assistant in advance. Multiple absences will affect your ability to succeed in this class and students who are chronically late or absent may be referred to the program Chair.

COVID-19 impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or

COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Syllabus Change Policy

We reserve the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at least one week before the class, with notifications sent out to students via email and Canvas.

UNT Policies

Academic Integrity Policy

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Class Recordings + Online Materials

Synchronous (live) sessions and lectures will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed

via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Student Affairs Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
- [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)