

Updated August 23, 2023

## PADM 3210: Population Demographics and Planning

Mondays and Wednesdays, 12:30 – 1:50PM

Chilton Hall, Room 240

### Instructor Contact

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**Office Hours: Monday and Wednesday 11- Noon and 2 – 3 PM; also by appointment**

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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, and include your name and contact information.

### 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, 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 sections: (1) Introduction to Demographic Theory and Concepts; (2) Demographic Data: Skills, Ethics and Controversies; and (3) Population Issues in Urban Planning and Policy. In Canvas, the course is organized by weekly modules; each module has 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.

## Course Objectives

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

1. Use demographic concepts and data to describe a population
2. Use Excel to manage, analyze and visualize quantitative data
3. Evaluate the reliability of data estimates and sources
4. Develop a critical analysis of the collection and use of population data in urban planning and policy
5. Evaluate various planning interventions related to population change
6. Create a Story Map about community change using demographic data and external sources

## Required 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

## Required Technology:

- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent
- Esri Storymaps (licensed through UNT). Students are responsible for maintaining access.

## Course Philosophy: Inclusion and Diversity

Learning is a social activity. We all (students and instructors) share responsibility for the teaching and learning that we accomplish in each class. Active participation requires regular class attendance, fully completing and understanding assigned readings in advance of each class session and engaging in discussion by listening and speaking with others in a respectful and constructive exchange of ideas.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## Department of Public Administration: Anti-bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

## Course Assignments

Assignment	% of Grade	Due Date
In-Class Activities + Participation	10%	Weekly
Packback Discussion Posts (10 of 11)	20%	Weeks 1 – 13
Report: Population Analysis and Projections	25%	October 14
Online Exam	15%	October 23
Final Storymap Project	30%	December 7

**In-Class Activities and Participation (10%).** To succeed in this class, you need to attend all scheduled class sessions and actively participate in activities, labs, and discussions. Your grade will be determined by your submission of in-class worksheets and quizzes, and your engagement with guest speakers and in-class discussions.

**Packback Discussion Posts (20%).** Throughout the semester we will be using Packback, an online community where you can be fearlessly curious, and ask open-ended questions to build on course materials by making connections to real topics and real-world applications. You are required to make a total of 10 weekly posts; Each week's post is worth a total of 20 points and must include (1) 1 open-ended Question per week with a minimum Curiosity Score of 60, (2) 2 Responses per week with a minimum Curiosity Score of 60. Half credit will be given for questions and responses that do not meet the minimum curiosity score. Questions should be posted by Friday and answers by Saturday at midnight (Posts made after Saturday at midnight are considered late).

**Population Analysis and Projections (25%):** 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 community needs related to the observed demographic trends. This report can be completed alone or in pairs.

**Exam (15%):** Online, open note exam on material covered in Modules 1 and 2 (Weeks 1 – 9).

**Building Sustainable + Equitable Communities Final Project (30%).** For the final project you will create an ArcGIS Story Map that explores a population-related problem or issue in a community of your choosing. You will integrate material from course assignments and readings with your independent research to examine the causes or contributing factors of your selected issue, provide data analysis on population trends in your selected community and offer recommendations for policy or planning solutions. More details will be provided during the semester.

## Course Schedule and Readings

Readings should be completed **BEFORE** class sessions

Week	Readings, Assignments and Activities
<b>Week 1</b>	
Mon 8/21: Course Overview	<i>Syllabus</i>
Wed 8/23: Demography + Planning	<i>Demography Chapter 1, p. 1 – 6</i> <b>Packback Post 1 Due</b>
<b>Module 1: Introduction to Demographic Theory and Concepts</b>	
<b>Week 2: Introduction to Demography</b>	
Mon 8/28: Terminology + Calculating Pop. Change	<i>Demography Chapter 1, p. 6 – 18</i>
Wed 8/30: World Growth + Atlas of Urban Expansion	<i>Demography Chapter 2, p. 19 – 31</i> <b>Packback Post 2 Due</b>
<b>Week 3</b>	
Mon 9/4: Labor Day	<i>No Class</i>
Wed 9/6: UNT Archives Site Visit	<b>Meet in Willis Library</b> <b>Packback Post 3 Due</b>
<b>Week 4</b>	
9/11: Demographic Data Sources	<i>Demography Chapter 2, p. 32 – 44</i>
9/13: Population Projections Lab	<i>Demography Chapter 3, p. 47 – 86</i> <b>Packback Post 4 Due</b>
<b>Week 5</b>	
9/18: Population Structure + Census Data Lab Introduction to ArcGIS Storymaps	Materials on Canvas
9/20: Population Pyramids and Cohort Projections	<i>Demography, Chapter 4, p. 93 – 107</i> <b>Packback Post 5 Due</b>
<b>Module 2: Demographic Data: Skills, Ethics and Controversies</b>	
<b>Week 6</b>	
9/25: U.S Census + Demographic Data Lab	Cohort Component Lab
9/27: Migration, Gravity Model + the Great Migration	<i>Demography Chapter 9, p. 325 – 334</i> <b>Packback 6 Post Due</b>
<b>Week 7</b>	
10/2: Population Profile Assignment Lab I	<i>Demography Chapter 9, p. 344 – 360</i>
10/4: Data Visualization Lecture + Activity	Materials on Canvas <b>Packback 7 Post Due</b>
<b>Week 8</b>	
10/9: Population Profile Assignment Lab II	<i>Demography, Chapter 11, p. 405 – 424</i>
10/11: Measuring Segregation + Diversity	<i>Demography, Chapter 11, p. 433 – 441</i> <b>Population Profile Report Due</b>

<b>Week 9</b>	
10/16: Demographic Screening Tools	
10/18: Demographic Screening Tools Lab	<i>Haley Carruthers, Guest Lecture</i> <b>Packback Post 8 Due</b>
<b>Module 3: Contemporary Planning: Population Issues and Solutions</b>	
<b>Week 10: Midterm</b>	
10/23: Online Midterm	<b>Online Midterm</b>
10/25: Final Project Overview	<i>Materials on Canvas</i>
<b>Week 11: Environmental Sustainability</b>	
10/30: Definitions and Causes	<i>Articles on Canvas</i>
11/1: Planning and Policy Interventions	<i>Sustainable Planning Reports (on Canvas)</i>
	<b>Packback Post 9 Due</b>
<b>Week 12: Segregation and Inequality</b>	
11/6: Definitions and Causes; Lecture	<i>Articles on Canvas</i>
11/8: Planning and Policy Interventions	<i>Zoned Out! (excerpts on Canvas)</i>
	<b>Packback Post 10 Due</b>
<b>Week 13: Gentrification</b>	
11/13: Definitions, Causes + Solutions	<i>Freeman (2011) (excerpts on Canvas)</i>
11/15: Planning and Policy Interventions	<i>Articles on Canvas</i>
	<b>Packback Post 11 Due (optional)</b>
<b>Week 14</b>	
11/20 – 11/22: Thanksgiving Break	<i>No Class</i>
<b>Week 15</b>	
11/27: Story Map Peer Review Session I	<i>Materials on Canvas</i>
11/29: Story Map Peer Review Session II	<i>Materials on Canvas</i>
<b>Week 16</b>	
<b>12/4: Class Recap and Final Lecture</b>	
<b>12/6: Final Project Work session</b>	<b>Final Due by Midnight Friday December</b>

## 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. Students will be given access to ArcGIS Story Maps during the semester. Each student is responsible for maintaining access to the online software, which will be required to complete the final assignment.

## 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 graded assignments should be submitted via Canvas.

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](mailto: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

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

## Syllabus Change Policy

Updated August 23, 2023

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

Occasionally, tutorials 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

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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](https://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](mailto: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](mailto: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](mailto: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



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- 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)