

Public Administration Program

PADM 5385.060

Studies in Demography

Spring 2025

Online



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Office Hours: By virtual appointment since the course is online

Course Dates and Description:

This course runs from January 13, 2025, to May 3, 2025, and examines demographic theory and methods in the context of historical and current population problems. The major focus is on the United States, especially local and regional population issues. Students are guided in a practical study using the census and other demographic sources.

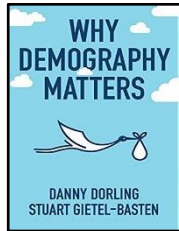
Prerequisite:

There is no specific prerequisite courses listed in the University catalog. However, this is a graduate course, and you are expected to communicate orally and in writing at a graduate level university student.

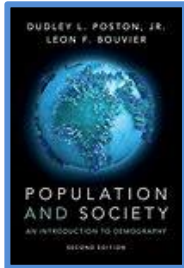
Course Overview:

The purpose of this course is to expose you to understanding the challenges public managers confront regarding population concerns within a local and regional context. You will become familiar with the theoretical concepts and practical applications of the principals that guide effective public administrators toward addressing population issues. Assignments and the exam will include real world problems and ask you to come up with solutions based on what you have learned in the course about Demography. This course will not have any multiple-choice exams. There will be one final exam, and it will require you to demonstrate your ability to apply the material while providing evidence from scholars to support your argument.

Required Books:



Dorling, Danny and Gietel-Basten, S. (2017). *Why Demography Matters*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0-745-69844-0



Poston, Jr, D., & Bouvier, L. (2016). *Population and Society: An Introduction to Demography* (2nd ed.). Cambridge: Cambridge University Press. doi:10.1017/9781107337237

Recommended Resources:

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3217-8
- Purdue Owl: (Use this first before you contact me for help)
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Library Resource:

Check out the library resource page for assistance with this course and others you are taking within the Social Sciences Department. The resource page can be accessed through <http://libguides.uttyler.edu/sociology>.

Course Structure:

The course is 100% online and will include a combination of written assignments, discussion boards, and virtual lectures. There will be a final exam and research paper to test your knowledge and allow you to apply that knowledge to real-world applications. You are expected to submit all assignments electronically on the course page by the deadline posted (see missed exams/late assignments below). **Weekly assignments will be posted by Sunday evening for the following week and unless otherwise posted will be due the following Saturday.** Information about the semester research assignment and final exam can be found in the Course Syllabus on CANVAS with more detailed information provided in advance of the deadlines.

Tips for Success in this Course:

1. **Participate.** I invite you to engage ask questions and talk about the course with your classmates, and your instructor (me). Ask your classmates for their telephone numbers and email addresses. My contact information is on the first page. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate and develop critical thinking skills.
2. **Manage your time.** I completed my MPA while being a full time professional, so I understand the pressure of balancing work, family, and other responsibilities. Therefore, I've put together the following time management tips to assist you:



- **Start your assignments by Monday** to give yourself a full week to complete before Saturday's deadline.
- **Schedule blocks of time to study.** Hold yourself accountable and alert your family members and friends so they can honor your time.
- **Do an initial skim of the book or article** you are reading to get the main points.
- **Tab** important pages (i.e. color tabs), **underline main points, write a summary sentence or key word** on the side of any pages that have important information. Take a photo of any page(s) with key points, charts or graphs for reference later.
- **Finally, create an outline / summary** of the main points you want to write or discuss. This will allow to save time later as you already have an outline and can then fill in your points within each topic area.



3. **Login regularly.** I recommend that you log in to Canvas regularly---every day if you can so you can view announcements and other course related content.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind early in the semester.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Course Learning Objectives (LO): At the end of the semester, the student will be able to:

1. Describe the importance of understanding demography for the public administrator (LO1).
2. Navigate through US Census data (LO2).
3. Articulate demographic data and how public managers need to analyze the data for effective public policy making (LO3).
4. Analyze US census data and provide solutions for a regional problem (LO4).
5. Synthesize practical models to relate demography related concepts for people in a community to understand (LO5).

Internet Access:

It is imperative you have reliable internet access. This is important because I will be making important announcements in the course Canvas site and sending you emails---but most importantly because this is an online course. Also, I will post your grades in Canvas so you will have an “at a glance view” of your current standing in the course. Additionally, you will be required to upload assignments using Canvas.

Attendance/Late Assignments/Missed Exam Policy:

This is an online course, and you are expected to attend all of the online virtual sessions, and complete all the assignments and the exam. Failure to attend the virtual sessions or submit assignments on time will negatively affect your overall grades. Most importantly, you want to do well in the course and advance. As your instructor, I want to help you get there so please reach out if you have any questions or concerns.



You will not be penalized for missing a virtual session, exam, or written assignment deadline due to special circumstances such as illness, family deaths or emergencies, or other traumatic events provided you notify me by phone or email **within 24 hours** of the event. Exams will be rescheduled, and extensions will be given for written assignments. A mini assignment will be assigned in lieu of a missed virtual session for equivalent grade. **The general rule is I will not accept any late assignments.** Please pay particular attention to the due dates for each assignment. All due dates are specified in the course schedule.

Instructor Commitment:

As your instructor, I'm committed to excellence and ensuring I am accessible, communicate, and respond to you in a timely manner. Therefore, I am committed to the following:

1. You should expect me to come to class prior to the start time and be prepared to engage you in the subject matter.
2. Emails and/or phone calls will be returned within 48 hours, notwithstanding any emergency or illness, in which case I too will let you all know within 24 hours of the event.
3. My goal is to have all written discussion board assignments, quizzes, and virtual session grades back to you within one (1) week of the submission deadline. For larger assignments such as the Policy Brief and Semester Research Assignment, my goal is to have the grades back within two (2) weeks of the submission deadline, or before the end of course, whichever is sooner.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”. Below are also links to the University Policies and Student Resources:

- [University Policies](#)
- [Student Resources](#)

Artificial Intelligence (AI) Use:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy. For this course, AI is encouraged, and appropriate acknowledgement is expected.

Notes:

1. I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI’s complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information.
2. You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler’s Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool’s contribution to your work.



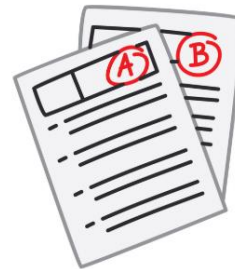
3. Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Grading Structure:

Course Assignments	Percentage %
Getting Started Module Activities	5%
Virtual Sessions (Attendance and Participation)	5%
Quizzes	10%
Discussion Boards	10%
Policy Brief	10%
Semester Research Assignment – Written Paper	20%
Semester Research Assignment – Video Presentation	10%
Final Exam	30%
Total	100%

Grading Scale:

- A= (Excellent) 90% and above
B= (Good) 80-89%
C= (Fair) 70-79%
D= (Nominal) 60-69%
F= (Failing) <60%



Course Assignments Information:

Getting Started Module Activities (5%):

Prior to starting the course content, the “Getting Started” Module will allow you to earn an automatic 5% of your final course grade by clicking on the link to *Padlet* where you can create a profile (including your first and last name), and upload a close-up photo of yourself to share with the class. This will also help me recognize who you all are.

Virtual Sessions (5%):

There will be several virtual sessions throughout the course where we will meet online to discuss course content and the readings. Grades will be given for intelligent answers and engagement with your instructor and classmates. It is imperative that you attend all virtual sessions (see Attendance Policy above). The purpose of these sessions to discuss and debate issues and content from the class to learn, build confidence, and effectively communicate in a group setting. These types of interactive group discussions occur regularly in public and private sector positions.



Quizzes (10%):

Quizzes will be used to test your knowledge of the course readings and will include at least one question on how to apply what you have learned to a real-world problem. The goal is to test both your reading comprehension (what you remember from what you read) and then apply it to a real scenario. Both skills are needed for public and private sector professionals. Prior to completing the quiz, be sure to watch my lecture video for that week's content. I will provide a summary of the readings and further analysis so you can better understand the content and be prepared for the quiz.

Discussion Boards (10%):

Discussion boards provide an opportunity for you and your classmates to convey your ideas and perspectives in writing, also a common aspect to public administration. What we find in our research, what we say and how we say it using the written word becomes public information if we work for government. Therefore, the purpose of these discussion boards is to assist you in learning how to write effectively, persuasively, and correctly incorporate all sources used. The discussions will also ask you to go deeper than just regurgitating the material. For instance, how do those issues and events play out in the real world? What are the effects of globalization on our economy? What about in-migration and out-migration of people from our city? Small town? How do we ensure a competitive economy when our region has a declining birth rate? A younger population? An older population? Each post must be at least **250 words** (not including titles or sourcing), and you must respond to at least **two** other students with **each** response a minimum of **100** words. You are **required to paraphrase** the readings using the 7th Edition of APA and provide an APA compliant reference. All your postings are required to have **at least one** intext paraphrased citation (this means all your initial postings and all of your replies to other students' postings). A bibliography or reference page is not required, just the intext citations.

Policy Brief (10%):

A policy brief summarizes an important issue, policy, or program, and recommends a course of action to implement the program or resolve the issue. It is normally submitted or presented to decision makers. An example might be identifying a declining population in a small community and providing recommendations to fill the job market such as recruitment and retention strategies, and requesting additional funding from require city officials. Further



information will be provided in CANVAS. The required length will be 2 to 4 pages, using proper APA intext citations and a proper reference page.

Semester Research Assignment (30%):

PART A – WRITTEN PAPER (20%)

The semester research paper will require you to research and analyze demographic information and trends to solve a real-world problem. You will be required to define the problem, evaluate multiple solutions, propose a solution, and implement the potential solution. You will use the knowledge gained from course concepts you have learned this semester and apply them to this assignment. You will also incorporate peer-reviewed sources into your paper. If you are not sure a source is peer-reviewed, please contact me. Further details will be provided in CANVAS. Here are the minimum requirements:

1. Include a title page in APA format.
2. Write no more than six (6) pages (excluding title and references pages)---double spaced, using Times New Roman with 12 pt font.
3. Incorporate at least five peer-reviewed sources in your paper, formatted in the APA, 7th ed format for both your intext citations and references.
4. If using *ChatGPT* or other AI technology to assist with your research, remember to adhere to the Artificial Intelligence (AI) policy above.
5. Use headings in the body of your narrative for each section.
6. Include a references page.

PART B – VIDEO PRESENTATION (10%)

The video presentation will be a summary and analysis of the real-world problem you identified in your research paper, and the recommendations / solutions you proposed to solve the problem. **The presentation must be a minimum of 8 minutes and a maximum of 10 minutes.** Grades will be deducted for presentations under 8 minutes. Presentations will be created and recorded using *Studio* or an alternative presentation program subject to my approval. A link will be provided to you in Canvas for *Studio*. If you are planning to utilize a different program from *Studio*, please let me know at least a month in advance of the deadline so I can decide on the software to provide sufficient time to complete the assignment.



Final Exam:

The final exam will cover what we have learned in the course from the readings. The exam will be a combination of short-answer questions and several real-world problems where you will provide a summary of what you would do to solve the issue(s) using the information learned in the course. You will not be required to use any information outside of the readings to answer these questions, but intext citations are required for all sources.

When the final exam schedule becomes available, I will make the notification of the day and time for our exam, and further information will be uploaded into CANVAS.

Course Schedule:

<u>Week</u>	<u>Reading(s)</u>	<u>Assignment</u>	<u>Important Dates</u>
Week 1 - Jan 13-18 (LO1; LO2)	Ch 1 Poston & Bouvier Ch 1 Doring & Gietel-Basten	Getting Started Class Introductions (on Padlet) Discussion Board (Week 1)	Jan 13 - First Day of Spring Term
Week 2 - Jan 20-25 (LO1; LO3)	Ch 2 Poston & Bouvier Ch 2 Doring & Gietel-Basten	Discussion Board (Week 2) Quiz (covers Week 1 and 2)	Jan 20 – Martin Luther King Jr. Day (no class)
Week 3- Jan 27-Feb 1 (LO1; LO2; LO3; LO4)	Ch 3 Poston & Bouvier Ch 3 Doring & Gietel-Basten	Discussion Board (Week 3)	
Week 4 - Feb 3-8 (LO1; LO4; LO5)	Ch 4 Poston & Bouvier Ch 4 Doring & Gietel-Basten	Research topic due Virtual Session #1 (Class Discussion) Discussion Board (Week 4)	
Week 5 - Feb 10-15 (LO1; LO4; LO5)	Ch 5 Poston & Bouvier Ch 5 Doring & Gietel-Basten	Quiz (covers Weeks 3, 4, and 5)	
Week 6 - Feb 17-22 (LO1; LO2: LO4)	Ch 6 Poston & Bouvier Ch 6 Doring & Gietel-Basten	Research Outline Due Discussion Board (Week 6)	
Week 7 - Feb 24-29 (LO1; LO2; LO3; LO4; and LO5)	Ch 7 Poston & Bouvier Ch 7 Doring & Gietel-Basten	Discussion Board (Week 7) Quiz (covers Weeks 6 and 7)	
Week 8 - Mar 3-8 (LO1; LO2; LO3; LO4; and LO5)	Ch 8 Poston & Bouvier Ch 8 Doring & Gietel-Basten	Virtual Session #2 (Class Discussion) Discussion Board (Week 8)	
Week 9 - Mar 10-15	Continue Research	Continue Research Policy Brief Due	
Week 10 - Mar 17-22	Spring Break	Spring Break	Spring Break (no classes)
Week 11 - Mar 24-29 (LO1; LO2; LO3; LO4; and LO5)	Ch 9 Poston & Bouvier Ch 9 Doring & Gietel-Basten	Research Update Due Discussion Board (Week 11) Quiz (covers Week 8 and Week 11)	
Week 12 - Mar 31-Apr 4 (LO1; LO2; LO3; LO4; and LO5)	Ch 10 Poston & Bouvier Work on Research	Week 12 Virtual Session #3 (Class Discussion) Discussion Board	
Week 13 - Apr 7-12 (LO1; LO2; LO3; LO4; and LO5)	Ch 11 Poston & Bouvier Work on Research	Week 13 Discussion Board	

Week 14 - Apr 14-19 (LO1; LO2; LO3; LO4; and LO5)	Ch 13 Poston & Bouvier Work on Research	Quiz (covers Weeks 12, 13, and 14)	
Week 15- Apr 21-26		Research Project and Video Presentation Due	
Week 16 - Apr 29-May 4 (LO1; LO2; LO3; LO4; and LO5)		Final Exam	Final Exam (on day and time on University final exam schedule)

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.