Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS</th>
<th>Department</th>
<th>SGSUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>GCU</td>
<td>Number</td>
<td>351</td>
</tr>
<tr>
<td>Title</td>
<td>Population Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is this a cross-listed course? (Choose one)
NA

Is this a shared course?
No

Course description:

Requested designation: Global Awareness–G
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name Elizabeth M Larson
Phone 965-7533 (main office)
Mail code 975 S Forest Mall, 5302
E-mail: elizabeth.m.larson@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Elizabeth Wentz
Date: 
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[G] CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLOBAL AWARENESS [G]</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yellow highlights criterion 2.</td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td>Red highlights other connections to G best viewed in terms of criterion 1.</td>
</tr>
</tbody>
</table>

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>c.</strong></td>
<td>The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
<td>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria. <strong>Yellow highlights criterion 2.</strong> Red highlights other connections to G best viewed in terms of criterion 1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
<td>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria. <strong>Yellow highlights criterion 2.</strong> Red highlights other connections to G best viewed in terms of criterion 1.</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. GCU-351 - Population Geography, by its very nature, addresses issues outside of the United States. Population Geography compares and contrasts cultures &amp; cultural practices with regard to population dynamics across the globe.</td>
<td>Population Geography examines the state of world population between developed and developing or primarily rural nations - births, deaths, migration, population growth and/or decline. Approximately XX percent of the grade explicitly articulates to the G general studies criteria.</td>
<td>In Unit 1 - Overview of World Population, students study about population distribution, composition, and change around the world. For example, European cultures tend to be low growth, or even negative growth countries / cultures, largely because of their industrialized status, and conversely, students examine how other cultures, for example, Latin America, Sub-Saharan Africa, and parts of Asia grapple with high population growth, in part based on certain cultural practices or belief systems.</td>
</tr>
<tr>
<td>2 a. Students examine geographic / cultural regions with culture-specific elements. Students gain a broad understanding of the contemporary world by studying population dynamics.</td>
<td>The course examines case studies of issues such as maternal mortality, and fertility patterns and trends around the world.</td>
<td>An example is in Unit 2 - where students learn why, for example, mothers/parents in South Asia have higher birth rates - a complex set of cultural factors, such as male primogenetor, old-age insuriance for the parents, lack of contraceptives, or religious perspectives that do not condone the use of birth control. We compare and contrast these ideas with Western nations, the United States, Europe, and Japan for example, where the age of marriage is much older, and women have more of a choice with regards to childbearing, and also tend to have a higher level of education. Examples from all over the world are discussed.</td>
</tr>
<tr>
<td>1 and 2a and d.</td>
<td>Chapter 8 of our text book discussion migration - a global issue - which has a significant impact on the planet. What are the push/pull factors that cause people to move from place to place? What is the difference between 'economic' migration and 'refugee' migration? How do different world regions view and deal with immigration issues?</td>
<td>Students examine several types of 'migration' in this course. For example, we look at Human Trafficking, a gross violation of human rights worldwide. In addition, students look at the situation and circumstances of immigrants leaving Sub-Saharan Africa and moving into European countries. For their final evaluation, students are also required to read the book The Devils Highway, about Mexican immigrants and to write a final essay on immigration.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GCU 351</td>
<td><strong>Population Geography</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Demographic patterns; spatial, temporal, and structural investigation of the relationship of demographic variables to cultural, economic, and environmental factors.

**Allow multiple enrollments:** No  
**Primary course component:** Lecture  
**Repeatable for credit:** No  
**Grading method:** Student Option  

Pre-requisites: MAT 117, 119, 142, 170 or 210 with C or better; Credit is allowed for only GCU 351 or SBS 351.
Population Geography: GCU 351 – fall 2014 – Online

- Please regularly monitor BB Announcements for any updates and where to find more documents, resources, and guidelines/deadlines for posts/essays.

Instructor: Dr. Larson  
Email: Elizabeth.M.Larson@asu.edu  
Office: COOR Hall 5642  
Office Hours: By Appointment


Grading
- 3 Exams (50 points each) = 150 points
- Essay on Immigration Issues & The Devil’s Highway (book) = 50 points
- 12 Original Posts / 10 Responses @ 10 points/set = 120 points

A = 90 – 100%; B = 80 – 91%; C = 70 – 81%; D = 60 – 69%; E = below 60%

Note: I do not give + or – grades.

Please monitor your grades regularly. If you see any discrepancies, please let me know.

This online course is divided into four parts, or four units.
1) Overview of Population, Demography, Composition – Chapters 1-3; PowerPoints; Films
2) Selected Region’s Population Issues: films & PPs on Arizona; Europe; SW Asia (Middle East); also, chapters 4, 5, 6, 7
3) Population and the Environment and Agriculture: Chapters 9-10 and films & PPs
4) Population & Immigration / Migration (Economic Migrants; Migration & Human Rights; Human Trafficking; Arizona Issues – The Devil’s Highway)

Exams will be 50 questions, multiple choice, true/false, matching, short answer – and other types if announced on BB. Exams will be posted online and students will be timed when they log in to take the exam. A study guide or keyword list for each exam will be posted in advance. There is NO FINAL exam, only the last postings and a REFLECTIVE ESSAY on Devil’s Highway

POST INSTRUCTIONS/GUIDELINES
1) For each post, students will write a 200-250 word ORIGINAL Post, and a 150-200 word RESPONSE to a classmate.
2) Each set of Posts (original and response) is worth 10 points
3) Your ORIGINAL posts should be a combination of summary (including examples) and reflection/opinion (agree, disagree, questions, observations…).
4) Your RESPONSE to a classmate should be 50 words. Agree, disagree, question, add thoughts… ALWAYS KEEP YOUR POSTS CIVIL & CLEAN & IN THE SPIRIT OF LEARNING, Please.

Reflective Essay Guidelines

3-4 pages (double-spaced) on The Devil’s Highway, with incorporated thoughts/examples from the films that you’ve viewed, especially those in the 4th Unit - on Immigration. I will post study/writing prompts that will help you shape your thoughts and your essay. You will need quotes with page numbers from the book “The Devil’s Highway” and cited examples from the films or PPs in that unit. More info to come. Please monitor BB for additional instructions.

To Access ASU On-Demand films that are required for this course:
- Note: You must sign-in with your ASU ID to access online films for this class.
- If you cannot access the film through the link above, go to the web page for ASU’s library homepage and follow these steps:
  o On the left, see a menu. Click ‘Books, CDs, and DVDs’.
  o Choose ‘ASU’s Library Catalog’.
Select ‘Advanced Search’.
Then, at the top of the page, type in the Name of the Film.
Then, also, where it asks for ‘material type’, select ‘video/film’ before clicking ‘submit’.
Click submit. You should see your film pop up. Click ‘view online’. You should be good to go.

- You should be able to access any assigned film this way. You may also find other, quicker ways to access the films. Please let me know if you have any difficulties.

**GCU 351 - Population Geography – Spring 2012**

**Week & Chapters Covered & PowerPoints and Films**

**UNIT ONE: OVERVIEW OF WORLD POPULATION & DEMOGRAPHY CHARTERS 1-3; 2 FILMS**

**Week 1 - Jan -7-12**
Read intro to text and **Chapter 1 - Pop Growth & Change**

**POST #1**
View Film on Demand through ASU Library: *The State of World Population Report, 2014*

Try this link: [https://www.youtube.com/watch?v=2LIcWMrjxVo](https://www.youtube.com/watch?v=2LIcWMrjxVo)

The latest edition of the UN Population Fund’s State of the World Population report focuses on the largest generation of young people in history. Investing in the health and education of the 1.8 billion future leaders between 10 and 24 years is not only a recognition of their rights, but an imperative for global development.

Healthy and empowered young people, especially girls, have the potential to enable a “demographic dividend” for some countries – economic growth that results from declines in mortality and fertility rates. It is this potential that must be harnessed and realized as the global Sustainable Development Goals are being defined.

See the film: **Global Civics: Social Ethics in an Interdependent World**


We live in a world where an epidemic in Mexico affects lives in Europe, air pollution in China disturbs crops in Bangladesh, and financial disaster in the U.S. impacts economic growth everywhere. Given this high level of interdependence, isn’t it more important than ever to be aware of the effect of our actions on the rest of the planet? Filmmaker Jian Yi and his team discussed this question with people from a variety of backgrounds on five different continents. The respondents’ thoughts, offered in this documentary, represent the views of businesspeople and artists, students and theologians, as well as a Nobel laureate, a UN economist, and an Internet guru. Inspired by the work of Hakan Altinay (*Global Civics: Responsibilities and Rights in an Interdependent World*), the film calls for an increased sense of social responsibility. With Wikipedia cofounder Jimmy Wales, economist Kemal Dervis, and others. (Portions with English subtitles, 56 minutes)

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Sat 12 – 11:59 PM--- SEE POST GUIDELINES in BB under Discussion Board Post #1

**Week 2 - Jan 14-19**
**Chapter 2: Population Data**

**POST #2**
View the film: **Life Expectancy – Geography as Destiny**

Give students a context in which to study the world’s widely varying life expectancy statistics. Focusing discussion on economic and cultural factors, this program examines dramatic discrepancies between life spans in the United States, Japan, Russia, and the developing nation of Sierra Leone—where a high infant mortality rate creates the
lowest life expectancy in the world. The video presents alarming findings at the opposite end of the economic spectrum as well—in Okinawa and West Virginia, where links between obesity and mortality rates are growing, and in Moscow and its suburbs, where the pressures of rapid social change are lowering life expectancy. (31 minutes)

Try this link (or access through the ASU Library, Films on Demand):
Due Sat 19 – 11:59 PM--- SEE POST GUIDELINES in BB under Discussion Board Post #2

Week 3 - Jan 21-26 Chapter 3: Population Distribution & Composition

POST #3 View Film: Baby Crash: Causes and Consequences of Declining Birthrates. 2002, 48 minutes –

As the world’s population reaches staggering numbers, the populations of Europe, Japan, and Canada have fallen to unprecedented lows. This program analyzes why more and more young women and men from these regions are postponing or altogether skipping having children. But as many twenty-somethings opt to pursue career ambitions, enjoy the pleasures of leisure time, or seek the comfort of living with parents, these same regions are supporting huge senior citizen population segments whose benefits are consuming dwindling societal resources. With fewer employees-to-be in the demographic pipeline, can immigrant workers compensate for the baby shortfall? (46 minutes)

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Sat – end of week – 11:59 PM

Week 4 - Jan 28-Feb.2 EXAM 1 = 50 points = chapters 1- 3; key themes in films

UNIT TWO: SELECTED REGIONS’ DEMOGRAPHIC ISSUES, AND FERTILITY & MORTALITY

Week 5 - Feb 4-9 Arizona’s Changing Demography – PowerPoint
Demographic Trends in Southwest Asia – PowerPoint

Chapter 5: Mortality Patterns and Trends

POST #4 View Film: https://www.youtube.com/watch?v=ezVk1ahRF78

http://www.ted.com Hans Rosling had a question: Do some religions have a higher birth rate than others -- and how does this affect global population growth? Speaking at the TEDxSummit in Doha, Qatar, he graphs data over time and across religions. With his trademark humor and sharp insight, Hans reaches a surprising conclusion on world fertility rates.

TEDTalks is a daily video podcast of the best talks and performances from the TED Conference, where the world's leading thinkers and doers give the talk of their lives in 18 minutes. Featured speakers have included Al Gore on climate change, Philippe Starck on design, Jill Bolte Taylor on observing her own stroke, Nicholas Negroponte on One Laptop per Child, Jane Goodall on chimpanzees, Bill Gates on malaria and mosquitoes, Pattie Maes on the “Sixth Sense” wearable tech, and "Lost" producer JJ Abrams on the allure of mystery. TED stands for Technology, Entertainment, Design, and TEDTalks cover these topics as well as science, business, development and the arts. Closed captions and translated subtitles in a variety of languages are now available on TED.com at http://www.ted.com/translate

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Sat – end of week – 11:59 PM

Week 6 - Feb 11-16 Aspects of Chapter 6 : Patterns & Trends; Fertility
Can Western aid to the developing world help to stem the tide of foreign workers into the EU? This program reports on European initiatives intended to improve conditions in Africa and the Middle East and thus reduce the number of job-seekers entering the European Union. With a spotlight on human rights, fair trade, the global war on poverty, the role of the private sector, and the frustrations of young unemployed foreigners, the program uses Morocco as a specific case study and also outlines the significance of the Middle East peace process. Additional insight comes from activists and businesspeople in developing countries and from Louis Michel, EU Commissioner of Development and Humanitarian Aid. (27 minutes)

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Sat – end of week – 11:59 PM

UNIT THREE: POPULATION AND THE ENVIRONMENT & AGRICULTURE

Week 8 - Feb 25 – Mar 2     Chapter 9: Population & the Environment

POST #6        2 FILMS TO VIEW:
View Film on Demand through ASU Library: Changing Nature: Population and Environment at a Crossroads. 2001, 58 minutes

This program examines how urbanization, industrialization, and overreaching agriculture are depleting the Earth of its natural resources. Citing environmental changes in Morocco, Ghana, Ukraine, Mexico, and Vietnam, the program studies the impact of population growth and profiles organizations that respond to ecological crises stemming from such growth. With a focus on educational outreach efforts, particularly those for women and children, and the promotion of sustainable development in environmentally compromised regions, Changing Nature concludes that all ecological problems are essentially global and require global solutions. (58 minutes)

Also view the film: The Omnivore’s Next Dilemma, 17 minutes, 2008.
Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Saturday – end of week – 11:59 PM

Week 9 – Mar 4 – 9      Chapter 10: Population & the Food Supply

POST #7        2 FILMS TO VIEW:
View Film on Demand through ASU Library: China: Food for a Billion Plus. 2002, 25 minutes –

Despite its huge population and expanding industrial economy, most of China’s inhabitants are farmers. This program journeys to Hong Kong, Guangzhou, and Beijing, exploring the relationship between Chinese agriculture and the urban centers of the country. Featuring visits to large-scale and family-operated farms, a walk along the Great Wall, and an interview with the U.S. embassy’s agricultural attaché, the program illuminates China’s efforts to improve crop yields, food distribution, and environmental conditions. A viewable/printable instructor’s guide—including geographical
background information, extension activities, vocabulary handouts, and more—is available online. Correlates to National Geography Standards. (25 minutes)

Also view the film: Pollution in China, 2008, 32 minutes
Try this link: http://flon.alexanderstreet.com.ezproxy1.lib.asu.edu/View/1650473

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post
Due Sat – end of week – 11:59 PM

Week 10 – Mar 9 – 17 == Spring Break

Note: there is an EXAM the week following Spring Break, as well as two films to view. Feel free to work ahead – start reading The Devil’s Highway, or viewing and posting some of the films for next week.

UNIT FOUR: POPULATION AND IMMIGRATION / MIGRATION

Week 11 - March 18-23 -- Exam 3 = Chapters 9, 10, and films

AND …. READ Chapter 8: Migration & Mobility
Start READING The Devil’s Highway

POST # 8 2 FILMS TO VIEW FOR POST #7
1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post -- Due Sat – 11:59 PM

Week 12 - Mar 25-30 Immigration Issues & Refugees & Human Rights
See PowerPoint on Human Trafficking on Blackboard under ‘Course Information’

POST #9 2 FILMS TO VIEW FOR POST #8
1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post -- Due Sat – 11:59 PM

Week 13 - Apr 1-6

POST #10 2 FILMS TO VIEW FOR POST #9
1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post -- Due Sat – 11:59 PM

Week 14 - April 8-14 Catch Up with Reading for Devils Highway

POST #11 Your thoughts, observations, opinions, and questions about the book -- The Devils Highway
MORE Direction to come – monitor BB
1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post -- Due Sat – 11:59 PM
Week 15 - April 15-20  **DUE:** 3-4 page essay (summary & reflection) on Immigration Issues in World & Arizona; book Devil’s Highway – Due Tues. April 24 at 11:59 PM

Week 16 – April 22 – 27 – Catch up! Wrap-up!

**POST #12**  Your thoughts, observations, opinions, and questions about the course – Topics you enjoyed learning about; topics maybe you didn’t enjoy so much; any insights gained? Is this relevant to your field in any way, or better stated, can you see how you might use some of the concepts in Population Geography in your field or career or personal life. *How does understanding more about Population Trends and Patterns Worldwide help you make sense of the world?* Give specific examples. Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate’s Post -- Due Sat – 11:59 PM

Week 17 TUESDAY, April 30th == **Final Exam** – Not cumulative. Based on Chapter 8, the films in this last unit, and the book, The Devils Highway.
# Contents

Preface .................................................................................................................. X  
Acknowledgments .............................................................................................. xi  
About the Authors .............................................................................................. xiii

**Introduction** ................................................. xv  
  Population Geography ................................................................. xv  
  Demography ....................................................................................... xvi
  Trends in Population Geography ..................................................... xviii  
  The Growing Population Literature ................................................... xxi

**CHAPTER 1**  
Population Growth and Change .......... 1  
  Measuring Population Growth and Change ......................................... 1  
  The Basic Demographic Equation ...................................................... 1  
  The Rate of Natural Increase ............................................................ 2  
  The Rate of Population Growth ........................................................ 2  
  Doubling Time ..................................................................................... 3  
  World Population Growth ................................................................. 3  
  Brief Overview of World Population Growth .................................... 3  
  The Three Major Periods of Population Growth ......................... 7  
  The Cultural Revolution and Population Growth .......................... 7  
  The Agricultural Revolution ............................................................. 11  
  The Industrial Revolution ................................................................. 13  
  The Human Population Today ......................................................... 15  
  Population Projections .................................................................... 16  
  Population Projections: A Brief Overview ...................................... 16  
  Population Projections: World and Major Regions ........................ 17  
  Population Projections: The United States ..................................... 18  
  Small Area Population Projections .................................................. 21  
  Culture, Population Growth, and Planning ..................................... 23  
  The Laissez-Faire Point of View ....................................................... 23  
  The Question of Cultural Genocide .................................................. 24  
  The Ethics of Population Control ...................................................... 25  
  Population Dynamics and the World of Business ......................... 26  
  Marketing ............................................................................................ 26  
  Business Forecasting ....................................................................... 26  
  Zero Population Growth and Business .......................................... 28  
  Labor Force ......................................................................................... 29  
  The Education Roller Coaster ......................................................... 29  
  Changing Enrollment Trends ............................................................ 30  
  Geographic Variations ...................................................................... 30

**CHAPTER 2**  
Population Data ................................................. 33  
  Conceptual Difficulties ...................................................................... 34  
  Age Data ............................................................................................... 34  
  Total Population .................................................................................. 35  
  Migration and Areal Subdivisions ...................................................... 36  
  Types of Records .................................................................................. 37  
  Census Enumerations ........................................................................ 38  
  A Brief History of Census Enumerations ......................................... 38  
  Modern Censuses ................................................................................ 39  
  The Census of the United States ....................................................... 39  
  Vital Registration ................................................................................ 40  
  Vital Registration in the United States ............................................. 41  
  Vital Registrations Throughout the World ...................................... 42  
  Sample Surveys ................................................................................... 42  
  Quality and Completeness of Population Data ............................... 43  
  Completeness of Coverage ............................................................... 43  
  Errors and Omissions ....................................................................... 44  
  Errors in Age and Mortality Reporting ........................................... 44  
  Errors in the United States Census ................................................... 45

**CHAPTER 3**  
Population Distribution and Composition ......................................... 49  
  Global Distribution Patterns .............................................................. 50  
  Ecumene and Nonecumene .............................................................. 50  
  Population Density ............................................................................. 52  
  Factors in Population Distribution .................................................... 54  
  Sex and Age Structure ...................................................................... 54  
  Sex Structure ..................................................................................... 54  
  International Variations in Sex Structure ......................................... 60  
  Sex and Gender ................................................................................... 61  
  Age Structure ...................................................................................... 61
# CHAPTER 4

## Theories of Population Change

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Role of Theory</td>
<td>85</td>
</tr>
<tr>
<td>Classification of Theories</td>
<td>85</td>
</tr>
<tr>
<td>Early Population Theories</td>
<td>85</td>
</tr>
<tr>
<td>Malthus</td>
<td>86</td>
</tr>
<tr>
<td>Neomalthusians</td>
<td>87</td>
</tr>
<tr>
<td>Boserup</td>
<td>88</td>
</tr>
<tr>
<td>Marx</td>
<td>89</td>
</tr>
<tr>
<td>The Demographic Transition: An Overview</td>
<td>90</td>
</tr>
<tr>
<td>The Relevance of the Transition Model</td>
<td>91</td>
</tr>
<tr>
<td>Population Growth</td>
<td>92</td>
</tr>
<tr>
<td>Mortality Declines</td>
<td>93</td>
</tr>
<tr>
<td>Fertility Levels</td>
<td>94</td>
</tr>
<tr>
<td>Migration</td>
<td>95</td>
</tr>
<tr>
<td>Education and Economic Development</td>
<td>96</td>
</tr>
<tr>
<td>Some Final Comments</td>
<td>97</td>
</tr>
<tr>
<td>Multiphasic Response</td>
<td>98</td>
</tr>
<tr>
<td>A Longer View of Demographic Change</td>
<td>99</td>
</tr>
<tr>
<td>Revolutionary Change: The Case of Cuba</td>
<td>100</td>
</tr>
<tr>
<td>Mortality Changes</td>
<td>101</td>
</tr>
<tr>
<td>Fertility Changes</td>
<td>102</td>
</tr>
<tr>
<td>Consequences of Fertility Changes</td>
<td>103</td>
</tr>
<tr>
<td>Emigration</td>
<td>104</td>
</tr>
<tr>
<td>China: The World’s First Demographic Billionaire</td>
<td>108</td>
</tr>
<tr>
<td>The One-Child Family</td>
<td>109</td>
</tr>
<tr>
<td>Rural-Urban Differences</td>
<td>110</td>
</tr>
<tr>
<td>Recent Birth Rate Changes</td>
<td>111</td>
</tr>
<tr>
<td>The 1990 Census</td>
<td>112</td>
</tr>
<tr>
<td>The 2000 Census</td>
<td>113</td>
</tr>
<tr>
<td>Beyond 2000</td>
<td>114</td>
</tr>
<tr>
<td>Heading Toward ZPG: The Case of Sweden</td>
<td>115</td>
</tr>
<tr>
<td>Demographic Changes</td>
<td>116</td>
</tr>
<tr>
<td>Coping with an Aging Population and ZPG</td>
<td>117</td>
</tr>
</tbody>
</table>

# CHAPTER 5

## Mortality Patterns and Trends

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Mortality</td>
<td>121</td>
</tr>
<tr>
<td>Age-Specific Death Rate</td>
<td>121</td>
</tr>
<tr>
<td>Infant Mortality Rate</td>
<td>122</td>
</tr>
<tr>
<td>Neonatal and Postneonatal Mortality Rates</td>
<td>123</td>
</tr>
<tr>
<td>The Life Table</td>
<td>123</td>
</tr>
<tr>
<td>The Major Determinants of Mortality</td>
<td>123</td>
</tr>
<tr>
<td>Lifespan and Life Expectancy</td>
<td>124</td>
</tr>
<tr>
<td>Mortality, Morbidity, and the Epidemiologic Transition</td>
<td>125</td>
</tr>
<tr>
<td>Causes of Death</td>
<td>126</td>
</tr>
<tr>
<td>Mortality Differentials</td>
<td>126</td>
</tr>
<tr>
<td>Age Differentials</td>
<td>127</td>
</tr>
<tr>
<td>Infant Mortality in the United States and Canada</td>
<td>127</td>
</tr>
<tr>
<td>Infant Mortality in Other Parts of the World</td>
<td>128</td>
</tr>
<tr>
<td>Sex Differentials</td>
<td>129</td>
</tr>
<tr>
<td>Color and Class Differentials</td>
<td>130</td>
</tr>
<tr>
<td>Medical Geography</td>
<td>130</td>
</tr>
<tr>
<td>Acquired Immune Deficiency Syndrome (AIDS)</td>
<td>130</td>
</tr>
<tr>
<td>AIDS in the United States</td>
<td>130</td>
</tr>
<tr>
<td>AIDS in the Developing Countries</td>
<td>130</td>
</tr>
<tr>
<td>The Pattern of World Mortality</td>
<td>130</td>
</tr>
<tr>
<td>Climate and Health</td>
<td>131</td>
</tr>
</tbody>
</table>

# CHAPTER 6

## Fertility: Patterns and Trends

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Fertility</td>
<td>163</td>
</tr>
<tr>
<td>Child-Woman Ratio</td>
<td>163</td>
</tr>
<tr>
<td>General Fertility Rate</td>
<td>164</td>
</tr>
<tr>
<td>Age-Specific Birth Rate</td>
<td>164</td>
</tr>
<tr>
<td>Total Fertility Rate</td>
<td>164</td>
</tr>
<tr>
<td>Gross Reproduction Rate</td>
<td>166</td>
</tr>
<tr>
<td>Net Reproduction Rate</td>
<td>166</td>
</tr>
<tr>
<td>Major Determinants of Fertility</td>
<td>166</td>
</tr>
<tr>
<td>Biological Determinants of Fertility</td>
<td>167</td>
</tr>
<tr>
<td>Social Determinants of Fertility</td>
<td>167</td>
</tr>
<tr>
<td>Economic Determinants of Fertility</td>
<td>167</td>
</tr>
<tr>
<td>The Cost of Children</td>
<td>167</td>
</tr>
<tr>
<td>Kenya: A Look at High Fertility</td>
<td>179</td>
</tr>
<tr>
<td>Italy: A Look at Low Fertility</td>
<td>179</td>
</tr>
<tr>
<td>Fertility Differentials</td>
<td>183</td>
</tr>
<tr>
<td>Rural-Urban Fertility Differentials</td>
<td>183</td>
</tr>
<tr>
<td>Income Differentials</td>
<td>183</td>
</tr>
</tbody>
</table>
Educational Differentials .................................................. 183
Racial and Ethnic Differentials ............................................. 184
Age Differentials .................................................................. 186
Spatial Fertility Patterns and Trends ........................................ 187

CHAPTER 7
Fertility: Family Planning Programs .......... 193
Objectives of Population Policy ............................................. 194
Family Planning Programs ..................................................... 196
Brief Historical Sketch ......................................................... 196
Recent Developments in Family Planning Programs ................. 198
Implementing Family Planning Programs ............................... 198
Family Planning in Developing Countries ......................... 200
India ................................................................................. 205
South Korea and Thailand: Two Success Stories ..................... 206
Family Planning in Developed Countries .............................. 207
Eastern Europe: A Modern Dilemma ....................................... 209
Law and Population Policy .................................................... 210

CHAPTER 8
Migration and Mobility ....................................................... 211
Measures of Migration ......................................................... 212
Basic Rates and Concepts .................................................... 212
Types of Migration ............................................................. 214
Explaining Migration .......................................................... 218
Ravenstein, Lee, and the Push-Pull Model ................................ 218
Some Reasons for Migrating ................................................ 220
Two Micro Approaches from the Economists ....................... 220
The “New Economics Approach” ......................................... 222
A Structuralist View .......................................................... 222
A Structuration Approach ................................................... 222
A Behavioral View ............................................................ 223
The Role of Information ....................................................... 224
Gender and Migration ........................................................ 224
Residential Preferences and Migration ................................... 226
Selectivity of Migration ....................................................... 228
Consequences of Migration ................................................ 230
International Migration ....................................................... 232
The Changing Nature of International Migration ................. 232
International Migration: Patterns and Trends Since 1900 .......... 233
Refugees: A Special Category ............................................. 235
Immigration: The United States .......................................... 237
Internal Migration ............................................................. 245

General Patterns of Internal Migration .................................. 245
Migration within the United States ....................................... 245
Rural-Urban Migration and Urbanization: Regional Comparisons and Contrasts ................................. 249
Urbanization in Developing Countries .................................. 252
Current Patterns ............................................................... 253
Cities in Developing Countries ............................................. 254
Migration Impact ............................................................... 255
Urbanization in the United States ......................................... 256
Future Migration Trends ..................................................... 258

CHAPTER 9
Population and the Environment ............... 261
Impact of Early Civilizations ................................................. 262
Environmental Degradation and Population Growth ............. 264
Some Dimensions of the Problem ........................................ 264
The Ehrlich-Commoner Debate ............................................ 282
Population and Resources .................................................. 285
The Population-Resource Region ........................................ 285
The Limits to Growth ........................................................ 286
The Global 2000 Study ....................................................... 290
Some Final Comments ...................................................... 291

CHAPTER 10
Population and Food Supply ....................... 293
Current Trends in Food Production ..................................... 294
Increasing Yields on Land Already Under Cultivation ............ 304
Fertilizer and Crop Yields ................................................... 305
Herbicides and Pesticides ................................................... 306
Irrigation ........................................................................... 307
New Strains of Plants and the Green Revolution ..................... 308
Genetically Modified Foods ............................................... 310
Food and People .............................................................. 312
The Paddocks and Triage .................................................... 312
Hardin, the Lifeboat Ethic, and the Tragedy of the Commons .......... 313
Is There Hope? ............................................................... 314
Epilogue ........................................................................... 315

References ....................................................................... 329
Web Site Listings ................................................................ 357
Appendix A: Census 2000 Form ......................................... 359
Glossary .......................................................................... 373
Index .............................................................................. 377
"It makes what currently passes for our public debate over illegal immigration seem appallingly abstract and tin-eared. *The Devil's Highway* isn't just a great book, it's a necessary one."

— Jeff Salamon, Austin American-Statesman

SELECTED AS ONE OF THE BEST BOOKS OF THE YEAR BY
THE LOS ANGELES TIMES BOOK REVIEW, THE SAN FRANCISCO CHRONICLE,
THE ARIZONA REPUBLIC, AND THE CHICAGO TRIBUNE

In this work of grave beauty and searing power—one of the most widely praised pieces of investigative reporting to appear in recent years—we follow twenty-six men who in May 2001 attempted to cross the Mexican border into the desert of southern Arizona, through the deadly region known as the Devil's Highway, a desert so harsh and desolate that even the Border Patrol is afraid to travel through it, a place that for hundreds of years has stolen men's souls and swallowed their blood. Only twelve of the men made it out.

"Urraza's writing is wickedly good—outrage tempered with concern channeled into deft prose."

— Kathleen Johnson, Kansas City Star

"The book's rare power is that it is both epic in scope—a trek through the wilderness in search of the promised land—and intensely personal... Urraza writes about U.S.-Mexican border life with a tragic and beautiful intensity equal."

— Tom Montgomery-Fahey

"Riveting."

— Raymond Fiore, *O Magazine*

**Luis Alberto Urrea** is the recipient of a Lannan Literary Award, an American Book Award, a Western States Book Award, and a Colorado Book Award, and he has been inducted into the Latino Literary Hall of Fame. *The Devil’s Highway* was a finalist for the 2005 Pulitzer Prize for general nonfiction. Urrea’s most recent book is the novel *The Hummingbird’s Daughter*.

"One of the great surrealistic tragedies of the global age... Urrea has crafted an impassioned and poetic exploration of the dark border and reveals, unsentimentally but with compassion, how a simple political boundary manages to scramble the basic humanity of all whose lives it divides and defines."

— Atlantic Monthly

*The Devil's Highway* National Bestseller
CONTENTS

Author's Note                          xv

PART ONE: CUTTING THE DRAG            1
1. The Rules of the Game             3

PART TWO: DEAD MAN'S SIGN            41
2. In Veracruz                        43
3. The Coyote and the Chicken        54
4. El Guia                            66
5. Jesús Walks Among Us              71
6. In Sonora                          84
7. A Pepsi for the Apocalypse        98
8. Bad Step at Bluebird              106
9. Killed by the Light               115

PART THREE: IN DESOLATION            131
10. The Long Walk                     133
11. Their Names                       143
This account was based on many sources. Interviews and travel, of course, provided many insights and testimonies. I was granted unusually generous access to documents and governmental reports from both Mexico and the United States; these were central to the collection of stories. Border Patrol reports, sheriff’s department reports, Mexican consular reports, Justice Department reports, legal documents, testimonies and trial documents, correspondence, and many hours of taped interrogations and confessions went into the research. Due to concerns about the personal safety of the survivors, their actual depositions were sealed. I spent hours in federal defenders’ offices, in various consulates, in Border Patrol stations, with Samaritan groups, in diners over cups of coffee, in Migra trucks, and on the Devil’s Highway itself. At the time of this investigation, the survivors were material witnesses in a criminal case, and were also clients in the notorious civil suit against the United States; because of this, they were shielded