Outline:
This course explores the link between population change and development paying attention to the underlying social, economic and cultural issues. We will examine factors such as population size, rate of growth, spatial distribution including migration and urbanization, and the relationships of these variables to sustainable development, the physical environment and population health. We will consider the components of population change, namely fertility, mortality and migration, and how these are related to the size, distribution and composition of the population and their implications on development in the African context. Essentially, the course will start by introducing students to the study of population, and then consider population health and development, while paying special attention to the sociological, economic and environmental contexts. Even though the course will take a broader approach to these issues on the African continent, specific countries will be highlighted depending on the topic under examination.

The course assumes no prior knowledge of demography or populations studies.

Required texts:
There are no required texts for this course. For each class there will be one or more readings that ALL students must do (these are marked with an asterisk). In addition, one or two students will be asked to read and briefly report on one or more of the additional readings. The course will be conducted in lecture and discussion format, with the focus on analyzing the readings. Readings for the course, including suggested books, will either be held in reserve in the library or available through the Ares system.

Suggested books:


Relevant journals and internet resources (For students’ personal study)

**Relevant Journals:**
- African Journal of Reproductive Health
- Canadian Studies in Population
- Demographic Research
- Demography
- Family Planning Perspectives
- International Family Planning Perspectives
- Journal of Biosocial Science
- Journal of Health and Place
- Journal of Population Economics
- Perspectives on Sexual and Reproductive Health
- Population
- Population Studies
- Population and Development Review
- Population Briefs
- Population Bulletin
- Population Bulletin of ESCWA
- Population Research and Policy Review
- Progress in Human Reproductive Health
- Reproductive Health Matters
- Social Biology
- Studies in Family Planning

**Internet Resources:**
- Popline: (for bibliographic references)  
http://db.jhucpp.org/popinform/basic.html
- Population Reference Bureau  
http://www.prb.org
- United Nations, Population Division  
See Economic and Social Affairs, then Population Division
United Nations, World Population Prospects: The 2004 Revision
http://esa.un.org/unpp
Select “country profile” then go to the specific country.
African Population and Health Research Centre
www.aphrc.org

Evaluation
The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper outline (due July 18, 2013)</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper (due August 15, 2013)</td>
<td>40%</td>
</tr>
</tbody>
</table>

Please note that students enrolled in AFRIC 5050A will be held to a higher standard than those enrolled in AFRIC 4050A. This would be accomplished by means of differential grading, length and quality of term paper, and/or differential assignment of additional seminar readings.

Class participation
This mark will be based on evidence of having read the readings for a particular seminar, and participation through questions and discussion. For each seminar, all students are expected to have read the required readings on the course outline. Participation includes asking questions, answering questions, discussing the relationship to other issues, and thinking about the implications. Our goal should be to summarize, identify the main arguments and how they are related to each other, raise important points, synthesize, appreciate critically, and discuss the relevance of the given readings to development. After each class, the instructor will take note of the quality and quantity of participation of each student, and the extent to which this participation is based on prior reading of the readings. These will then be totalled at the end of the course.

Presentation
Each student is expected to make a presentation for part of one seminar on the additional readings for a given week. Depending on the class size, this could be individually or with another student. The grading for the presentation will be based on whether the student(s) captures the main arguments of the readings and responding to questions from the presentation. When students work as a group, a uniform mark will be applied to all members of the group.

Term paper
By 11 July you need to have chosen a term paper topic. You can either come see me about your topic or give it to me on a sheet of paper. Topics will be agreed to with me.
By 18 July you need to hand in one page that indicates the main objectives (thesis purpose) of the paper along with your plan of addressing that purpose and not more than ten references. These will be returned quickly, and they may be collected from me on July 23.

The papers can either be reviews bringing together the literature and information on a specific question, or empirical papers involving data analysis (You can talk to me about the possible data sources). The paper needs to relate to this course, that is, it should fall under the general topic of “Population and Development in Africa”. This is to say that the paper needs to relate somehow to African population (size, distribution, composition, fertility, mortality and migration) and include some discussion about development. It should normally be about one African country to give the chosen topic a thorough treatment.

The term paper should be viewed as an investigation (through library research), where you put together evidence, document your results and think through the implications. You should ensure that the term paper revolves around a central topic (“Purpose” or “thesis”), and that the reader is able to follow the plan of the paper. You can also see it as a research report (by means of a library research), where you put together evidence for your argument(s) and document your results. The better papers start with an idea that is pursued through library research (documenting the evidence with regard to given questions). The alternative is to undertake a research paper involving empirical analysis of data. The term paper should be an investigation of your questions/problems/issue using available evidence, rather than a summary of books and articles on the topic of the paper. At least one key observation of the paper, primary research evidence should be used, rather than summaries from secondary sources. It is ultimately your responsibility to ensure that the evidence you cite is both accurate and legitimate. Just because someone has the paper published in a journal does not mean the evidence is accurate or legitimate.

In reading the paper, one needs to have a good sense of what you have investigated/researched, and what was the conclusion of the research. This makes the introductions and conclusions of the paper important. An introduction should not just be the beginning of the paper; it should set up the paper in terms of the purpose, basic ideas and questions explored. Similarly, the conclusion should not just be the end of the paper, but should conclude about the whole paper: restate the purpose and questions explored, provide a summary of the evidence and the attendant implications. The parts of the paper should be readily identifiable, normally through headings and transitions that make the reader aware of the logic of the plan of the paper. The paper should be well organized and checked for errors (including typos and spelling). Scholarly standards of referencing are expected. Referencing in the text should be used, rather than through footnotes. The referencing style of the American Psychological Association (APA) is recommended, but not required; any style can be used as long as there is consistency.

Papers should not exceed 15 pages (double spaced). Papers will be graded on the basis of having located the appropriate research by which to analyse the question under investigation, the readability of the paper, and the originality/insightfulness of the discussion. I will keep a copy of your paper; if you want a copy with my comments, please return two copies.
On 18 July and 15 August students will be asked to say a few words about their term paper topics, and some findings.
Syllabus

I. The population of Africa: past and future (July 4 and 9, 2013)


II. Population and development (July 11, 2013)


III. Economics, Sociology and development (July 16 and 18, 2013)


IV. Fertility and family planning (July 23 and 25, 2013)


**V. Health and Mortality (July 30 and August 1)**


**VI. The AIDS epidemic in Africa (August 6)**


**VII. Migration, population distribution and urbanization (August 8 and 13, 2013)**


**VIII. Population composition (August 15, 2013)**


REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment.” [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>12</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>11</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>10</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>9</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>8</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>5</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>4</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>2</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td></td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
<td></td>
</tr>
<tr>
<td>ABS</td>
<td>Absent from the final examination</td>
<td></td>
</tr>
<tr>
<td>DEF</td>
<td>Official deferral (see “Petitions to Defer”)</td>
<td></td>
</tr>
<tr>
<td>FND</td>
<td>Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.</td>
<td></td>
</tr>
</tbody>
</table>
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from early Summer courses is June 18. The last date to withdraw from late Summer and full Summer courses is August 14, 2013.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by June 7 for early Summer courses and July 26 for late Summer and full Summer courses. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES

(613-520-2600, phone ext.)
Institute of African Studies (2220) 439 PA
Registrar's Office (3500) 300 Tory
Student Academic Success Centre (7850) 302 Tory
Paul Menton Centre (6608) 500 Unicentre
Learning Support Services – Study Skills
Writing Tutorial Service (1125) 4th flr Library
Application for Graduation Deadlines

Spring Graduation (June): March 1
Full Graduation (November): September 1
Winter Graduation (February): December 1