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Studies in Demography
Summer II 2026

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Office Hours: By virtual appointment

Course Dates and Description:

This course runs from **Monday, July 6, 2026**, to **Saturday, August 8, 2026**, 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 by a practical study using the Census and other demographic sources.

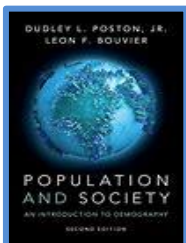
Prerequisite:

There are 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 as a graduate level university student.

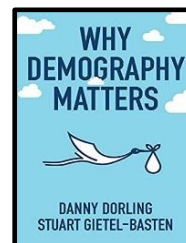
Course Overview:

The purpose of this course is to expose you to understanding the challenges public managers confront regarding **Demography – the study of the size, composition, distribution, and change in human population within a local and regional context, as a result of fertility, mortality, and migration**. You will become familiar with the theoretical concepts and practical applications of the principles that guide effective public administrators toward addressing population issues. Assignments and the Final Paper 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 a Final Exam given its condensed format. However, you will be tested through multiple quizzes, discussion boards, a Policy Brief, and the Final Paper. All assignments will require you to demonstrate your ability to apply the material while providing evidence from scholars to support your argument.

Required Books:



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



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



Recommended Resources:

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3217-8Purdue 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 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).

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 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 week ahead unless otherwise communicated and be due on the coming Sunday unless otherwise posted.** Specific information about each assignment can be found in the Course Syllabus on Canvas. Additional information as needed will be shared in advance of the deadline.

Tips for Success in this Course:

1. **Participate.** I invite you to 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 instructor. 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 almost a full week to complete before Sunday'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** 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 save you time later as you now 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 every day if you can so you can view announcements and other course related content.
4. **Do not fall behind.** This summer class moves quickly. While a normal course is typically 3 ½ months long, this course is condensed into just five (5) weeks. If you feel you are starting to fall behind, check in with me as soon as possible so we can find a workable solution for you.
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.

Internet Access:

It is imperative that 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.

Late Assignments/Missed Exam Policy:

This is an online course, and you are expected to engage in all discussion boards and complete all the quizzes and assignments. Failure to complete quizzes or submit assignments on time will negatively affect your overall grades. As your instructor, I want to help you so please reach out if you have any questions or concerns.

You will not be penalized for missing an 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. The assignment can then be rescheduled, and you will not be deducted any grade points. **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 upload all course material for the upcoming week by Sunday evening unless otherwise communicated,
2. You should expect me to be prepared to engage you in the subject matter.
3. Emails and/or phone calls will be returned within 48 hours, notwithstanding any emergency or illness, in which case I will let you know within 24 hours of the event.
4. My goal is to grade all discussion board assignments and quizzes within one (1) week of the submission deadline. For larger assignments such as the Policy Brief and Research Paper, 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.
5. I commit to a "rolling review" of grades meaning I will review and grade all assignments in the order they are received. This means the student who submits their assignment first can expect to have their assignment graded and returned first.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus". Below are 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. **AI is encouraged during this course, 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-generate 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%
Quizzes	25%
Discussion Boards	20%
Policy Brief	10%
Final Research Assignment – Written Paper	20%
Final Research Assignment – Video Presentation	20%
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.

Quizzes (25%):

Given the short 5-week duration of the summer course, instead of a Final Exam, there will be up to five (5) short quizzes. Each quiz 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 (20%):

Discussion boards provide an opportunity for you and your classmates to convey your ideas and perspectives in writing, a required skill in 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 to correctly incorporate all sources used. The discussion boards 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 initial post must be at least **250 words** (not including titles or sourcing)
- You must also respond to at least **two** other students with **each** response a minimum of **100** words.
- If you are paraphrasing any of the readings, remember to use the 7th Edition of APA and provide an APA compliant reference.
- For **each** initial post and for **each** of the two responses, you are required to have **at least one** intext paraphrased citation. 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 government officials. Further information on this assignment will be provided in Canvas. The required length will be 2 to 4 pages, using proper APA intext citations and a proper reference page.

Final Research Assignment (40%):

PART A – WRITTEN PAPER (20%)

The final written 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 your final recommendations, and implement them. 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 if a source has been peer-reviewed, please contact me. Further details will be provided in Canvas (See next page).

Here are the minimum requirements:

1. Include a title page in APA format.
2. The required length is between 5 and 6 pages, excluding title and references pages--- double spaced, using Times New Roman with 12 pt font.
3. Incorporate at least **5** peer-reviewed sources in your paper, formatted in the APA, 7th ed format for both your intext citations and references.
4. You may use *ChatGPT* and other AI technology to assist with your research, but 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 (20%)

The video presentation will be a summary and analysis of the real-world problem you identified in your written paper, and the recommendations / solutions you proposed to solve the problem. **The presentation must be between 8 and 10 minutes.** Grades will be deducted for presentations under 8 minutes or over 10 minutes. Presentations will be created and recorded using *Studio*, *Canva*, 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, please let me know at least two (2) weeks in advance of the deadline so I can approve the software to give you sufficient time to complete the assignment.



Course Schedule:

<u>Week</u>	<u>Reading(s)</u>	<u>Assignment</u>	<u>Important Dates</u>	<u>Complete</u>
Week 1 - July 6-12 (LO1; LO2)	Chapters 1, 2, & 3 Poston & Bouvier Chapters 1 & 2 Doring & Gietel-Basten	• Getting Started Class Introductions (on Padlet) • Discussion Board #1 • Quiz #1 (covers Week 1 material)	July 6 - First Day of Summer II Term	☐
Week 2 – July 13-19 (LO1; LO3)	Chapters 4, 5, & 6 Poston & Bouvier Chapters 3 & 4 Doring & Gietel-Basten	• Written Paper Topic Due • Discussion Board #2 • Quiz #2 (covers Week 2 material)		☐
Week 3- July 20-26 (LO1; LO2; LO3; LO4)	Chapters 7, 8, & 9 Poston & Bouvier Chapters 5 & 6 Doring & Gietel-Basten	• Written Paper Outline Due • Discussion Board #3 • Quiz #3 (covers Week 3 material)		☐
Week 4- July 27 – Aug 2 (LO1; LO4; LO5)	Chapters 10 & 11 Poston & Bouvier Chapters 7 & 8 Doring & Gietel-Basten	• Policy Brief Due • Discussion Board #4 • Quiz #4 (covers Week 4 material)		☐
Week 5- Aug 3- Aug 8 (LO1; LO2; LO3; LO4; and LO5)	Chapters 14 & 15 Poston & Bouvier Chapter 9 Doring & Gietel-Basten	• Final Video Presentation Due • Final Written Paper Due • Discussion Board #5 • Quiz #5 (covers Week 5 material)	Video Presentation Due Wed, Aug 5 Written Paper Due Sat, Aug 8	☐

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.