



Population, Urbanization and Development (DVST-807)

Department of Development
Studies

National University of Sciences & Technology
(NUST)

MSDS

Course Details

Course Title: Population, Urbanization and Development Course Code: DVST-807

Credit Hours: 3

Program: MSDS

Course Faculty

Name:

Class Hours:

Contact No:

Email:

Course Description

The Department of Development Studies focuses on the interdisciplinary training of its students. Development, to its core, is an interdisciplinary approach to make our lives better. Keeping in mind the global development trends and approaches, the course 'Population and Development' has been designed to deal with one of the most important aspects of human societies, i.e., Population. Population growth is directly related to the issues of development both in terms of adequate provision of resources as well as exploring new theoretical and methodological approaches to ensure equitable distribution of fruits of development. In this regard, the purpose of this course is to introduce students to the key concepts, issues, and theories of population growth and its relationship with the development goals. The course will focus on the key issues like demographic changes, demographic dividend, mortality, demographic politics and gendered aspects of population and development. The focus of the course will remain both theoretical and empirical with the help of various case studies from Europe, Latin America, South Asia, and Africa.

Course Objectives

- To introduce students to the core concepts and foundations of population studies, demography, and urbanization.
- To develop understanding of population growth, mortality, fertility, and demographic change and their development implications.
- To examine major theories of population and demographic transition and their links with global development debates.
- To analyze the relationship between population dynamics, urbanization, and socio-economic development.
- To explore regional and global case studies on urban growth, planning, and demographic change.
- To understand the politics of population and urban development, including policy contestations and governance challenges.
- To introduce methodological approaches and data challenges in population and urban research.
- To build awareness of gendered and inequality dimensions of population and urban development.
- To connect demographic processes with sustainable development and SDG-oriented planning frameworks.

Course Learning Outcomes (CLOs)

CLOs Aligned with Bloom's Taxonomy

CLO 1 — Remembering & Understanding

- Bloom Levels: Remember, Understand
- Define and explain key demographic and urban concepts such as population growth, mortality, fertility, demographic transition, and urbanization.
- Describe major theories of population and demographic change.
- Summarize global and regional population trends.
- Action verbs: define, explain, describe, summarize

CLO 2 — Understanding & Applying

- Bloom Levels: Understand, Apply
- Interpret demographic indicators and urbanization trends using conceptual frameworks.
- Apply population and urban theories to country and regional case studies.
- Use demographic concepts to explain development challenges and opportunities
- Action verbs: interpret, apply, use, illustrate

CLO 3 — Applying & Analyzing

- Bloom Levels: Apply, Analyze
- Analyze relationships between population growth, urbanization, inequality, and development outcomes.
- Compare demographic transitions and urban patterns across regions.
- Examine policy links between demographic change and development planning.
- Action verbs: analyze, compare, examine, differentiate

CLO 4 — Analyzing & Evaluating

- Bloom Levels: Analyze, Evaluate
- Critically evaluate population and urban policies and planning approaches. \Assess political and governance dimensions of population control and urban development.
- Evaluate strengths and limitations of demographic and urban research methods and datasets.
- Action verbs: evaluate, assess, critique, justify

CLO 5 — Evaluating & Creating

- Bloom Levels: Evaluate, Create
- Formulate evidence-based arguments on population and urban development debates
- Develop comparative or case-based analytical studies on demographic and urban issues.
- Propose inclusive and sustainable population and urban policy recommendations.
- Action verbs: formulate, develop, propose, design

Required Course Material

Recommended Readings:

- Weeks, John R. (2020). *Population: An Introduction to Concepts and Issues*. Boston: Cengage
- United Nations (2019). *World Urbanization Prospects*. New York: United Nations
- Benna, U., and Garba, S. (eds). (2016). *Population Growth and Rapid Urbanization in the Developing World*. Hershey: Information Science Reference.
- Banerjee, A., Jana, N., Mishra, V. (eds). (2020). *Population Dynamics in Contemporary South Asia: Health, Education and Migration*. Singapore: Springer
- Livi-Bacci, Massimo. (2017). *A Concise History of World Population*. (6th Edition). Oxford: Wiley-Blackwell.
- Gloud, W.T.S. (2015). *Population and Development*. New York: Routledge
- Lundquist, J., Anderton, D., Yaukey, D. (2015). *Demography: The Study of Human Population*. Illinois: Waveland Press.
- Poston, D., Micklin, M. (eds). (2005). *Handbook of Population*. New York: Kluwer Academic/Plenum Publishers
- Midgley, J., Surender, R., Alfes, L. (eds). (2019). *Handbook of Social Policy and Development*. Cheltenham: Edward Elgar Publishing.

Articles and Cases:

Key texts, readings and articles are mentioned with each topic in Weekly Course Content.

Course Evaluation (Grade Breakup)

Follow following criteria for evaluation:

ESE	50%
MSE	25%
Quiz	5% (5% quizzes — <i>unannounced</i>)
Class participation	5% (Actively participated in class discussio
Semester Assignment	15% (10% written & 5% Presentation)

Course Content (Weekly)

Week	Lecture Topic	Learning Outcomes
1	<p>Introduction to Population Studies, Demographic Studies, and Urban Studies <i>Chapter 1 from Weeks, John R. (2020). Population: An Introduction to Concepts and Issues. Boston: Cengage (pp. 1-20</i></p> <p><i>Sharifi, A., Khavarian-Garmsir, A. R., Allam, Z., & Asadzadeh, A. (2023). Progress and prospects in planning: A bibliometric review of literature in Urban Studies and Regional and Urban Planning, 1956–2022. Progress in Planning, 100740.</i></p>	<ul style="list-style-type: none"> ● Introduction to key concepts and definitions ● Review of the key debates and questions ● Dominant issues and challenges
2	<p>History of Population Growth and Urbanization Trends <i>Bavel, J. (2013). The world population explosion: causes, backgrounds, and projections for the future. In FVV in ObGyn, vol. 5(4), pp. 281-291</i></p> <p>Urbanization <i>Balkan, (2018). Social Problems. The University of Minnesota. A Brief History of Urbanization</i> https://open.lib.umn.edu/socialproblems/chapter/14-1-a-brief-history-of-urbanization/</p>	<ul style="list-style-type: none"> ● Population growth rates ● Challenges and Developments ● Discuss the health problems that resulted when cities developed. ● Explain why urbanization grew in the United States during the nineteenth century. ● List the problems poor nations face as their cities grow even larger. ●
3	<p>Cities as Engines of Growth: Demographics of Metropolis <i>Moreno-Monroy, A. et al. (2021). Metropolitan areas in the world. Delineation and population trend. In Journal of Urban Economics, vol. 125, 103242.</i></p>	<ul style="list-style-type: none"> ● Cities as engines of growth ● Metropolitan population trend ● Urban accumulation of

		population
4	<p>Theories of Demographic Transition and Population (Marx and Malthus)</p> <p><i>Chapter 1 "The Precursors: The Mercantilists, Malthus, Marx from Charbit, Y. (coord.) (2022). Population and Development Issues. London: Wiley (pp. 1-22)</i></p>	<ul style="list-style-type: none"> ● Theoretical prisms to understand population dynamics ● Population growth rates vs distribution of resources ● Paradigms to understand population dynamics
5	<p>Population Growth, Mortality, Fertility and Inequality</p> <p><i>Sarkar, J. (2008). Mortality, Fertility, and Persistent Income Inequality. In Southern Economic Journal, vol. 75(2), pp. 332-350.</i></p> <p><i>Wietzke, F. (2020). Poverty, Inequality, and Fertility: The Contribution of Demographic Change to Global Poverty Reduction. In Population and Development Review, vol. 46(1), pp. 65-99</i></p>	<ul style="list-style-type: none"> ● Fundamentals of demographic transitions ● Concepts of Inequality, Fertility, and Mortality ● Global population dynamics and poverty reduction
6	<p>Identifying the relationship between Population Growth, Urbanization, and Development</p> <p><i>Rehman, E., & Rehman, S. (2022). Modeling the nexus between carbon emissions, urbanization, population growth, energy consumption, and economic development in Asia: Evidence from grey relational analysis. Energy Reports, 8, 5430-5442.</i></p> <p><i>Arfanuzzaman, M., & Dahiya, B. (2019). Sustainable urbanization in Southeast Asia and beyond: Challenges of population growth, land use change, and environmental health. Growth and Change, 50(2), 725-744.</i></p>	<ul style="list-style-type: none"> ● Relationship of urbanization, population and development ● Trends and evidence from fast-urbanizing regions of the world ● Sustainable urbanism and development
7	<p>Population, Urbanization, and Development (South Asia and Pakistan)</p> <p><i>Roth, D., Khan, M. S. A., Jahan, I., Rahman, R., Narain, V., Singh, A. K., ... & Yakami, S. (2019). Climates of urbanization: local experiences of water security, conflict, and cooperation in peri-urban South-Asia. Climate Policy, 19(sup1), S78-S93.</i></p> <p><i>Ashraf, Sadia, Muhammad Younis, and Iqra Riaz Ud Din. "Political implications of unplanned urbanization in Pakistan: A Case of Punjab." Annals of Human and Social Sciences 4.3 (2023): 22-29.</i></p>	<ul style="list-style-type: none"> ● Population and Urbanization dynamics in South Asia ● Urbanization and its political implications in Pakistan ● Forms of urbanization (formal/informal, legal/illegal) in Pakistan
8	<p>Population and Urban Planning in Pakistan</p> <p><i>Kirby, M. (2022). Population growth and GDP growth in</i></p>	<ul style="list-style-type: none"> ● Population growth in Pakistan

	<p><i>Pakistan: Three models. The Pakistan Development Review, 563-581.</i></p> <p><i>Ejaz, N., & Mallawaarachchi, T. (2023). Disparities in economic achievement across the rural–urban divide in Pakistan: Implications for development planning. Economic Analysis and Policy, 77, 487-512.</i></p>	<ul style="list-style-type: none"> ● Modeling to population-related policies and realities ● Urban and development planning in Pakistan
9	Mid Semester Exam	
10	<p>The Politics of Population and Urban Development (contestations, implications, future prospects)</p> <p><i>Clement, U. (2016). The Population Control Politics and the Development of Africa. In Journal of Political Science and Leadership Research, vol. 2 (1), pp. 33-38</i></p> <p><i>Pattaroni, Lucia, et. al. (2022). Introduction: On Politics of Urban Planning. In Pattaroni, et. al. (eds), Politics of Urban Planning (pp. 1-17). Singapore: Springer</i></p>	<ul style="list-style-type: none"> ● Political implications of population policies ● Politics of urban planning ● Critical perspectives on bureaucratic management and lived experiences
11	Guest Lecture	
12	<p>Methodological Challenges in Studying Population and Urbanization</p> <p><i>Kashyap, R. (2021). Has demography witnessed a data revolution? Promises and pitfalls of a changing data ecosystem. In Population Studies, vol. 75 (sup1), pp. 47-75, DOI: 10.1080/00324728.2021.196903</i></p> <p><i>Stephen Ezennia, I., & Hoskara, S. O. (2019). Methodological weaknesses in the measurement approaches and concept of housing affordability used in housing research: A qualitative study. PloS one, 14(8), e0221246.</i></p>	<ul style="list-style-type: none"> ● Research limitations to urban studies ● Challenges in evaluating population dynamics ● New approaches to new times ● Strengths and weaknesses of methodological toolboxes
13	<p>Sustainable Development Goals (Population and Sustainable Cities)</p> <p><i>Lutz, W. (2017). How Population Growth Relates to Climate Change. In Proceedings of the National Academy of Sciences of the United States of America, vol. 114 (46), pp. 12103-12105</i></p> <p><i>Mithun, S., Sahana, M., Chattopadhyay, S., Chatterjee, S., Islam, J., & Costache, R. (2022). Comparative framework for spatially explicit urban growth modeling for monitoring urban land-use efficiency and sustainable urban development (SDG 11.3. 1): a study on Kolkata metropolitan area, India. Geocarto International, 37(27), 17933-17970.</i></p>	<ul style="list-style-type: none"> ● SDGs and Population growth ● SDGs and Urban Development ● Sustainability: An asset or liability? ● How SDGs can guide us for new era of planning and development
14	Gender Sensitivities in Population, Urbanization, and Development.	<ul style="list-style-type: none"> ● Gender and population dynamics

	<p><i>Caberza-García, L., Brio, E., Iscano-Victorio, M. (2018). Gender Factors and Inclusive Economic Growth: The Silent Revolution. In Sustainability, vol. 10. Article no. 121.</i></p> <p><i>Rashied, M. (2019). Gender responsive urban public places in dhaka city: A planning perspective. Journal of Bangladesh Institute of Planners ISSN, 2075, 9363.</i></p>	<ul style="list-style-type: none"> ● Gender-based urbanism and urban planning ● Gender-responsive placemaking
15	<p>Demographic Dividend and Inclusive Urbanism</p> <p><i>Grey, T., Xidou, D., O'Neill, D., & Collier, M. (2023). Growing Older Urbanism: exploring the nexus between ageing, the built environment, and urban ecosystems. Urban Transformations, 5(1), 1-13.</i></p> <p><i>Parida, J. K., & Madheswaran, S. (2023). Harnessing Demographic Dividend Before it is Lost Forever in India. The Indian Journal of Labour Economics, 1-19.</i></p>	<ul style="list-style-type: none"> ● Demographic Dividend ● Inclusive urbanism ● Harnessing potential and ensuring inclusivity
16	Term-papers presentations	
17	Course Overview and Student-based Recap	
18	Final Semester Exam	

Course Policies

Class Participation

An essential part of the learning process is the discussion held in the classroom. You should benefit greatly from the different point of views presented during the lecture. Your active participation in class is therefore an important part of the learning process. I strongly encourage everyone to participate and present constructive points to discussion. Here, solution of the case studies and/or high lightening of any topic by (weak or shy) students are particularly encouraged. Class participation (is non-credit) but it is strongly encouraged throughout the semester, besides your active participation in the class group activities, assignment task etc.

Attendance:

- In the event of a missed session, it is the student's responsibility to consult Qalam and LMS, Class Representative (CR) and other classmates, for the missed content and announcement (quiz or other).
- Class attendance will be taken at the start of each lecture/class. Do not be late for class otherwise you will be marked **ABSENT** for the session(s).
- If you are away on official NUST duty¹, it is the student's responsibility to inform the instructor on time with an official notice² as a proof. Consequently, the student will still be marked as present.

¹ Duties include representing NUST at any forum both at national and international level and being assigned duties by NUST societies/authorities of NUST/S3H.

² An application duly signed by the Principal/Dean of S3H

- It is the student's responsibility to continuously monitor his/her attendance on Qalam. **DO NOT ask the instructor to change/modify the attendance** unless there has been an accidental oversight. In such an event, the student should inform the instructor of the error (with proof) **before** the month ends.

Assignments (Group: 3-5 people/Individual):

- Title Page, Table of Contents, Introduction, Body: Headings (sub-headings), Conclusion, Bibliography
- Time New Roman 12 font, 1.15 spacing, APA style of in-text citation,
- Word count: ≈7000 (group) and ≈4000 (individual).
- Prior immediate discussion and approval of the 'Topic' with the instructor (no later than the 2nd week). The topic must be contemporary with significance for local and global societies in the domain of development studies.
- Submission before the MSE and PPT presentation after the MSE till the ESE. (Send PPTs only if asked at the end of your presentation). ***No make-up assignments and no late submission.***
- Presentation time is 15 min for groups (3 members present and 2 defend) and 10 min for individuals.
- Group marking (avg. marks) for all the members for their both; written work and presentation.

Quizzes:

Two Quizzes (one before MSE as **unannounced** in the class. There will be no make-up or additional quizzes under any circumstances.

Rules & Regulations:

1. Quiz problems/questions will be related to topics covered in the classes.
2. Elaboration of unnecessary information is refrained.
3. Name and roll number should be clearly mentioned on the answer sheet.
4. Consulting cell phone and other students during the quiz will be assumed as cheating.
5. Turning-in of anyone else's quiz (who is absent) is strictly prohibited.
6. Understanding the Quiz question/statement is part of the assessment.
7. On finishing quizzes, handover it to instructor and leave the room with your belongings. Please wait out-side for your friend(s).
8. No retake of quizzes once missed.

Academic Dishonesty:

Students need to carefully consider NUST policies regarding plagiarism. Group-work is encouraged but any form³ of plagiarism is a crime and will not be tolerated. Strict action will be taken against any student(s) found plagiarising any material and submitting it as his/her own.

You are responsible for knowing and enacting academic conduct that is in line with the University's statement entitled "Academic Dishonesty" available at:

<http://www.nust.edu.pk/usr/showContents.aspx?mdl=1839>

The statement highlights examples of unacceptable behavior which include, but are not limited to, the

³ For example, submitting someone else's work, past projects or direct material from the internet/books (unless outlined or referenced) as you own

following:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work prepared in advance for an in-class examination; taking an examination for another person or conspiring to do so.
- **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotation, paraphrase, or borrowed facts or information.

It is expected that all work that is handed in will be your own. Any ideas or content that come from another source must be properly cited (including any content taken from the Internet, books, articles, and lectures). It is expected from you that all your work (project, assignment, and presentations) is referenced using this handout.

Moreover, **Turn-It-In** will be used as plagiarism software to evaluate all your submissions. Any acts of plagiarism and cheating will be dealt strictly and in accordance with the policy in place by the University.

Things to Remember

- The dates/weeks provided below are an estimate of due dates for quizzes, assignments, and project related material submission. These may be subject to modification by the instructor due to unforeseen circumstances/minor modifications in course. However, until informed so, please consider these dates/weeks as final.

Week	Date	Item Due

Bear in mind that it is the responsibility of the student to continuously keep track of these dates/weeks and the lecture outline.

- Do's and Don'ts of Class

DO	DONT
Come to class <u>on time</u> and having completed the reading material.	Submit assignments, quizzes late. Such assignments and quizzes will be accepted

	for marking.
Take notes during the lectures and ask questions until you understand the topic completely.	<u>Cause disturbance</u> in class. If you have a question, address it to the instructor. Instructor can ban you for two weeks due to continuous disturbance in the class.
Ask questions that are relevant to the topic.	Walk in and out of class during the lecture frequently. If you have an emergency, let the lecturer know, even to attend the phone calls. Put your mob. Phones switched off during the lecture.
Let the lecturer know in advance if you need to miss a class due to any official assignment (with proof)	Come to class <u>without your own copy of reading and writing material or casual behaviour.</u>
Respect your classmates' opinions (especially, religious and political) regarding topics under discussion.	Ask the lecturer to reschedule any deadlines.
Constantly monitor the course outline and <u>check the deadlines.</u>	Ask the lecturer to change attendance details. Avail your 25% discount.
Research topics and news items for constructive (and respectful) in-class debates and participate actively in class discussions and class academic activities.	Eat/Drink food in class. Only water is allowed.
Do write some form of identification on each document that is due for submission of any kind.	DO NOT insist instructor for PPTs.
Explore opportunity on and off campus (conference, workshops, trainings etc.)	<u>Laptops/ Mob phones and tablets etc are not allowed during the lectures for personal job work.</u>