**SYLLABUS**

**Fall semester 2025-2026 academic year**

**Educational program** **"World History (La Sapienza)"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| **85549**  **Population and development** | 3 | | 1.70 | 3.30 | 0 | 5 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Hybrid/mostly offline* | MD. Elective component. M6 World history in the context of dialogue of civilizations and cultures | Readings/Discussions | | Seminars/Discussions | | Written examination: traditional-answers to questions UNIVER system | |
| **Lecturer - (s)** | Ulzhan Tuleshova | | | | |
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| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| Formation of deep knowledge among master’s students about demographic changes and their impact on socio-economic development, with a focus on modern global challenges (climate change, digital demography, migration, inequality, sustainability). | 1. Understand Key Concepts of Development | | | | | 1.1 Define and explain key concepts and theories related to population dynamics, development, and their intersections, including demographic transition, human development, and sustainable development. | |
| 1.2 understands main trends and directions in development of people study; | |
| 2. Analyze Population Trends and Their Implications | | | | | 2.1 Analyze global and regional population trends, including fertility rates, mortality rates, migration, and urbanization, and assess their impacts on social, economic, and environmental development.; | |
| 2.2 understands historical background and review of population development. | |
| 3. Examine the Relationship Between Population and Development | | | | | 3.1 Critically assess the linkages between population growth, economic development, and environmental sustainability, exploring how population policies and development strategies influence each other.; | |
| 3.2 Evaluate development policies and programs related to health, education, poverty reduction, and gender equality, with a particular focus on how they address population-related challenges. | |
| 4. Evaluate the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address. | | | | | 4.1 knows main theories and policies in Economic development; | |
| 4.2 identifies main impacts on Economic development in theoretical and practical perspectives. | |
| 5**. Understand the Role of International Organizations and Agreements.** | | | | | 5.1 Demonstrate an understanding of the role of international organizations (such as the UN, World Bank, and IMF) and international agreements (such as the Sustainable Development Goals) in shaping development and population policies. | |
| 5.2 Apply theories and models of development to real-world case studies, exploring how countries at different stages of development address population challenges and opportunities. | |
| **Prerequisites** | 102794 - Regional geography (Western countries in the new and modern period); 102796 - Regional geography (Eastern countries in the new and modern period). | | | | | | |
| **Postrequisites** | 99318 - EU law and human rights; 86278 - International organizations and development. | | | | | | |
| **Learning Resources** | Literature:  1. Ahlburg, D.A. (1996), ‘Population Growth and Poverty’, in D.A. Ahlburg, A.C. Kelley and K.O. Mason (eds), The Impact of Population Growth on Well-being in Developing Countries,  Berlin: Springer-Verlag, pp. 219–58.  2. Ahlburg, D.A. (2022), ‘Does Population Matter; A Review Essay’, Population and Development Review, 28 (2): 329–50.  3. Anderson, D. (2021), ‘Technical Progress and Pollution Abatement: An Economic View of Selected Technologies and Practices’, *Environment and Development Economics*, 6 (3): 283–311.  4. Birdsall, N., A.C. Kelley and S.W. Sinding (eds) (2020), *Population Matters: Demographic Change, Economic Growth and Poverty in the Developing World*, Oxford: Oxford UniversityPress.  5. Bloom, D.E. and J.G. Williamson (1997), ‘Demographic Change and Human Resource Development’, in Asian Development Bank (ed.), *Emerging Asia*, Manila: Asian Development Bank, pp. 141–97.  6. Loewenson, R. and A. Whiteside (2021), ‘HIV/AIDS Implications for Poverty Reduction’, United Nations Development Programme Policy Paper, New York: UNDP Bureau for Development Policy.  Internet resources  1. <http://elibrary.kaznu.kz/ru>  2. MOOC / video lectures, etc.  3. Academ.edu  4. **World Bank Open Data**: https://data.worldbank.org  5. **UN-Habitat Urban Data**: https://unhabitat.org/knowledge/data  6. **OECD iLibrary (Urban Policy, Digital Economy)**: https://www.oecd-ilibrary.org  7. **ITU ICT Data**: https://www.itu.int/en/ITU-D/Statistics  8. **Global Urban Observatory**: https://data.unhabitat.org  Software  1. Mendel  2. Padlet  3. Mentimeter | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail ulzhan.tuleshova@gmail.com or via video link <https://teams.live.com/meet/9345364787671?p=zq3JaVWaMd4rLIeFlu> in MS Teams*.*  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 0 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 30 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 20 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0.5 | | 25-49 | Unsatisfactorily |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1**  **Introduction and Framework** | | | |
| **1** | **L 1.** Population and Development in the Age of the Anthropocene. | **1** |  |
| **Seminar 1.**  Debate — Is the demographic transition still relevant in the 21st century?  Task: Create a Padlet timeline of global demographic turning points. | 1 | 5 |
| **2** | **L 2.** Population Theories: From Malthus to Digital Demography | 1 |  |
| **Seminar 2.** Comparative case study: Fertility Decline in South Korea vs. Kazakhstan  Task: Policy infographic (Canva) on family support measures. | 1 | 5 |
| **IWST 1.** Consultations on the implementation of **IWS 1.** | **1** |  |
| Module 2: Global Trends and Policy Dilemmas | | | |
| **3** | **L 3.** Migration and Urbanization in the Digital Era. | **1** |  |
| **Seminar 3.** Roundtable — Climate-Induced Migration in the Sahel, Bangladesh, and Central Asia  Task: Role-play simulation: UN Summit on Migration Crisis. | 1 | 10 |
| **IWST 2.** Consultations on the implementation of **IWS 1.** | **1** |  |
| **4** | **L 4.** Demographic Dividends and Digital Divides | **1** |  |
| **Seminar 4.** Workshop — Youth bulge: stability or instability? (Nigeria, MENA, Central Asia)  Task: Mentimeter poll + group discussion on youth bulge challenges. | 1 | 10 |
| Module 3: Development, Inequality, and Global Health | | | |
| **5** | **L 5.** Population, Poverty, and Global Inequality | **1** |  |
| **Seminar 5.** Gender, Reproductive Rights, and Social Justice (policy comparison).  Task: Write a policy memo (max. 1000 words). | 1 | 10 |
| **IWS 1.** Essay 1: Urbanization and Digital Economies (comparative). | 1 | 40 |
| **6** | **L 6.** Population, Climate Change, and Resource Security | **1** |  |
| **Seminar 6.** Water Scarcity in Central Asia (interactive mapping).  Task: Group scenario-mapping for 2040 (best/worst-case). | 1 | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 2.** | 1 |  |
| Module 4: International Frameworks and Futures | | | |
| **7** | **L 7.** Global Health and Emerging Challenges: Pandemics and AI | **1** |  |
| **Seminar 7.** COVID-19 and demographic change: lessons for development.  Task: Comparative data visualization (UN/World Bank data). | **1** | **5** |
| **Midterm control 1** | | | **100** |
| **8** | **L 8.** Global Governance of Population and Development (SDGs, UNFPA, IMF) | **1** |  |
| **Seminar 8.** Kazakhstan and SDGs — national policies in global frameworks.  Task: Mini-policy brief: Kazakhstan’s demographic strategy 2050. | **1** | **5** |
| **IWST 4.** Consultations on the implementation of **IWS 2** | **1** |  |
| **9** | L 9. Future of Population Studies — AI, Big Data, and Global Risks | **1** |  |
| **Seminar 9.** Roundtable: Population and Development in 2050 — What Scenarios Await Us?  Task: Final foresight essay (2000 words) on future demographic scenarios. | **1** | **10** |
| Module 5: Extended Topics in Population and Development | | | |
| **10** | **L 10.** Demography of Aging Societies: Economic and Social Impacts | **1** |  |
| **Seminar 10.** Case Study — Pension Systems and Aging Populations in Europe and Central Asia  Task: Comparative analysis of pension reforms (short essay). | **1** | **10** |
| **IWS 2.**  Policy Memo: Migration and Development (Kazakhstan + one comparison). | **1** | **20** |
| **11** | **L 11.** Population, Technology, and the Future of Work | **1** |  |
| **Seminar 11.** AI, Automation, and Labor Market Demands  Task: Group debate — Will AI solve or deepen demographic challenges? | **1** | **10** |
| **IWST 5. Consultation on the implementation of IWS 3.** | **1** |  |
| **12** | **L12.** Population and Conflict: Demographic Pressures in Fragile States | **1** |  |
| **Seminar 12.** Migration, Ethnicity, and Social Cohesion in Conflict Zones  Task: Policy memo draft on conflict-sensitive population policies. | **1** | **5** |
| **IWST 6. Consultation on the implementation of IWS 3.** |  |  |
| **13** | **L 13**. Global Population Policies in Comparative Perspective | **1** |  |
| **Seminar 13.** China’s One-Child Policy vs. Pro-Natalist Policies in Europe  Task: Role-play: Government advisory panel on fertility policies. | **1** | **5** |
| **IWS 3.**  Creative Project: Infographic / Padlet / Canva on Population Futures 2050. | **1** | **20** |
| **14** | **L 14.** Environmental Demography: Population, Land, and Water Use | **1** |  |
| **Seminar 14.** Case Study — Aral Sea Disaster and Population Displacement  Task: Group presentation on ecological migration and policy lessons. | **1** | **10** |
| **15** | **L 15.** Futures of Population and Development Studies | **1** |  |
| **Seminar 15.** Final Roundtable — Global Population Projections to 2100: Risks and Opportunities  Task: Foresight essay — Choose one projection scenario and critically analyze implications. | **1** | **10** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Baigunakov D.S.**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Bizhanova M.T.**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Myrzabekova R.S.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tuleshova U.Zh.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**Written assignment "** Essay: Urbanization and Digital Economies (comparative).**" (25% of 100% MC)**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| Content and Understanding | Demonstrates an in-depth understanding of the topic. The essay provides clear, accurate, and relevant information, fully addressing the prompt. The discussion shows original thinking and insightful connections between ideas. | Shows a solid understanding of the topic with accurate and relevant content. Addresses the prompt but may lack depth in some areas. The essay may demonstrate some original thinking but relies more on standard ideas. | Demonstrates a basic understanding of the topic. The essay addresses the prompt but lacks depth or detailed knowledge. Content may be somewhat superficial, with limited original thought or engagement with the subject matter. | Shows a weak or unclear understanding of the topic. The essay may be off-topic, provide irrelevant information, or contain significant inaccuracies. Lacks engagement with the subject. |
| Argument and Analysis | Presents a strong, clear, and well-structured argument that is consistently supported with evidence. Analysis is deep, with critical engagement with sources and the ability to compare different viewpoints effectively. The essay demonstrates sophisticated reasoning. | Presents a clear argument with some supporting evidence. Analysis is generally strong but may lack depth or miss opportunities for further exploration. The argument is coherent but may have minor inconsistencies or gaps in logic. | Presents an argument, but it may be unclear or underdeveloped. Analysis is limited and lacks depth. The essay may rely on description rather than critical evaluation, with some unsupported or weak points. | Lacks a clear argument or structure. Analysis is either absent or extremely weak. The essay is mostly descriptive and fails to engage critically with the topic or sources. |
| Analysis and Critical Thinking | Provides a deep analysis of the subject matter, incorporating critical thinking and original insights. Arguments are well-supported with evidence, and there is a clear engagement with complex ideas. | Demonstrates solid analysis, but the insights may not be as original or developed. Arguments are supported, but more depth could be added to enhance critical engagement with the material. | Provides some analysis, but it is superficial. The essay relies more on description than on critical engagement. Arguments are underdeveloped, and there is limited evidence of critical thinking. | Lacks analysis and critical thinking. The essay is primarily descriptive, offering little to no engagement with the topic’s complexities. Arguments are unsupported or missing. |
| Use of Sources and Evidence | Skillfully uses a wide range of high-quality sources to support arguments. Evidence is integrated smoothly into the essay, with proper citations and a clear understanding of how the sources relate to the argument. | Uses a good range of sources, though some may not be as effectively integrated. Citations are generally correct, though there may be minor issues with how evidence is presented or interpreted. | Relies on a limited range of sources, with inconsistent use of evidence to support arguments. Citations may be incomplete or incorrect, and there is some misunderstanding or misuse of sources. | Uses few or no sources, or relies on poor-quality or irrelevant sources. Evidence is poorly integrated or not cited correctly, and there is a lack of engagement with scholarly material. |
| Writing Style and Grammar | Writing is clear, concise, and engaging. Grammar, punctuation, and spelling are flawless. The tone is academic and appropriate, with a strong command of language. | Writing is clear and generally effective, with minor errors in grammar, punctuation, or spelling. The tone is appropriate but may lack polish or sophistication in places. | Writing is understandable but contains several grammatical or spelling errors. The tone may be too informal or inconsistent, and sentence structure may be awkward in places. | Writing is unclear or difficult to follow due to frequent grammatical, punctuation, or spelling errors. The tone is inappropriate for academic writing, and the overall readability is poor. |