Winter term 2019  
USP 526 – Neighborhood Conservation and Change (4 credits, CRN 43922)  
Portland State University – School of Urban Studies and Planning  
FULLY ONLINE

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP  
Contact: moriah@pdx.edu (preferred), x8743  
Graduate teaching assistant: Seyoung Sung, MS  
Contact: seyoung@pdx.edu

Office hours: rotating times – schedule online at: http://www.meetwithmoriah.youcanbook.me
Office location: Urban Center 370M (enter through School of Urban Studies and Planning, Suite 350)
N.B. I will be traveling from Jan. 7-23rd, 2019 so will not have in-person office hours; please e-mail me and Seyoung if you need help with something; she will also conduct some in-person lab sessions to help hold down the fort. In-person lab session will be held on URBN 225 computer lab at 2-4pm on Wednesday, Jan. 9th, 16th, 23rd.

WHAT WE’RE STUDYING
From the PSU catalog:
“The dynamics of neighborhood development, including economic and institutional factors in neighborhood change; neighborhood definition and image, residential choice; residential segregation; neighborhoods in the political process; and neighborhood conservation strategies.”

This course is part of the Applied Social Demography Certificate program. The online version was developed by Dr. Lisa K. Bates.

Learning outcomes
1. identify the theoretical frameworks and assumptions embedded in analysis, plans, and policies that address neighborhoods and neighborhood change, and be able to evaluate and critique those based on an assessment of the strengths/weaknesses of the theories as world/phenomenon- explanations.
2. make use of conceptual frameworks of neighborhoods/neighborhood change to choose and analyze data—quantitative and qualitative—in application to a real place, and be able to contextualize your analysis with respect to appropriate theoretical and extant empirical findings
3. track from a conceptual framework to data to (preliminary) assessments of policy or program alternatives that address neighborhood conditions, considering how those alternatives put theories into action, and identifying data and outcome metrics that would assess their effectiveness.

Course materials
Readings and other course materials are all found on the D2L course site. Make sure to monitor D2L for updates.

Course flow
To help everyone get acclimated in week 1, everything will be due at 5pm Friday. Thereafter, we’ll move to a regular weekly schedule.

All the moving parts may make time management a little daunting. D2L notification settings can help you keep track of what’s going on in the course. On the frontpage for the course [click the course title at the top of the screen], select the down arrow by “Announcements” then select “Notifications.” Choose when you want D2L to e-mail you—for example, when assignments are due, or something new is posted. You probably don’t want to check all the boxes, because then you will start getting so many e-mails that you will probably start ignoring them.

The course is designed to be cumulative, so you may only work ahead about a week or so. However, you can read ahead as much as you like—note, however, that there could be some small tweaks to reading assignments before the end of the term.

The diagram below is designed to help you understand the typical module structure, including when items will be available on the D2L course shell. The “activities” are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week.
<table>
<thead>
<tr>
<th>two weeks prior</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>~9am module content available</td>
<td>instructions posted for any assignment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>one week prior</td>
<td>WEEK</td>
<td>* complete readings for this week</td>
<td>* 9am post to discussion board round one <em>(preferred deadline, but can take until 5pm without penalty)</em></td>
<td>* 9am written assns. due *</td>
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<tr>
<td></td>
<td></td>
<td>* 9am weekly announcement posted</td>
<td></td>
<td>* ~5pm complete week’s activities, including discussion round two when applicable <em>(instructions in module)</em></td>
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</table>

A written summary of this would be:

- finish your reading/other “engage” activities by Monday
- if need to do a discussion post that week get it up by by 9am Tuesday
- if applicable, comment on discussion boards through 5pm Thursday
- Repeat the cycle.

**SUSTAINING A LEARNING COMMUNITY**

We all play a part in creating and maintaining a positive shared learning environment; an online course requires a special level of initiative. Below are some of the major expectations for this course.

**Communication**

The instructor will be on the D2L every other day to check postings, participation, and answer inquiries. For general course questions, post a query to the Q & A forum on D2L (don’t be shy!). If you see a query in the forum that you are able to answer, please do! For individual matters—for example, you need to discuss how to use your DRC-approved accommodations in the course—e-mail the instructor and TA directly.

Students are expected to check their PSU e-mail at least once a (business) day and respond to e-mails within one business day; the instructor will uphold this same standard. Please include the course number in your e-mail subject line and make sure your message indicates who the sender is.

**Participation and professionalism**

Professionalism takes many forms. Being a good academic citizen requires that you:

- Complete all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help
- Demonstrate mastery (or at least continual improvement!) of netiquette and other core technology expectations [see “Technology Expectations” for details]

**Getting sick, work and family pressures, and miscellaneous unanticipated events**

Students are expected to complete all course activities in a timely manner. However, it is understood that life sometimes intervenes. If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance, contact the instructor by e-mail immediately. It is very easy to fall behind in an online course, so proactive is our watchword! I will work with you to figure out ways to support your success. If you might need an extension on an assignment, get in touch BEFORE it is due.
Unauthorized distribution of course material
Students are prohibited from distributing text or images from the D2L shell—e.g., cutting and pasting comments from a discussion board—without prior consent of the instructor or student poster.

ASSIGNMENTS AND EVALUATION
The course is graded out of 100 points. Your overall course grade may be increased or decreased by up to one letter interval based on the overall quality of your participation over the term.

The following final grades will be given for the following number of points:

<table>
<thead>
<tr>
<th>Points</th>
<th>0</th>
<th>60</th>
<th>64</th>
<th>67</th>
<th>70</th>
<th>74</th>
<th>77</th>
<th>80</th>
<th>84</th>
<th>87</th>
<th>90</th>
<th>95</th>
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<tbody>
<tr>
<td>Grade</td>
<td>F</td>
<td>D-</td>
<td>D</td>
<td>D+</td>
<td>C-</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
<td>A-</td>
<td>A</td>
</tr>
</tbody>
</table>

Extra credit
A maximum of 3 points will be added to a student’s grade as extra credit. Students may earn extra credit by watching a movie that addresses the themes of neighborhood conservation and change review (e-mail to professor to check your movie ideas) and writing a scholarly.

Evaluation of student work
I subscribe to the Dr. Bates categorization of student work, with a compressed scale for graduate classes:

A assignments demonstrate original thought and synthesis of ideas, sophisticated, cogent analysis, and are clearly written or presented. Outstanding work.
A-/B+ assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Very good work.
B assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
B- assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

The strongest scholars get help on their work. Use office hours, consultations with peers, the Writing Center, and other resources to your best advantage. In all assignments, please follow American Psychological Association style (6th edition) for citations, reference lists, spelling, punctuation, and capitalization. There is no need to use APA-style headings or a include document cover page. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with APA style.

Discussion board posts will be graded on a check plus/minus system.

<table>
<thead>
<tr>
<th>Assignment value in points</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>equivalent</th>
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</thead>
<tbody>
<tr>
<td>Check-</td>
<td>1.6</td>
<td>3.2</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Check</td>
<td>1.8</td>
<td>3.6</td>
<td>4.5</td>
<td>90%</td>
</tr>
<tr>
<td>Check-plus</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Expectations for assignments
D2L will not let you submit assignments late. Consult the instructor well in advance if you may not be able to make a deadline. We may be able to work something out; communication is key.

Make sure you keep electronic copies of all your assignments also outside of D2L so that you can produce them should the need arise.
**ACTIVITIES AND POINTS OVERVIEW**

(subject to change – keep up with announcements on D2L!)

Starred activities lead up to the final paper and screencast.

<table>
<thead>
<tr>
<th>week/start date module topic</th>
<th>First week</th>
<th>discussion board posts due Fri. 5pm during week one</th>
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</thead>
<tbody>
<tr>
<td>First week</td>
<td><strong>Personal introductions (video!)</strong></td>
<td>2</td>
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<tr>
<td>Starred activities lead up</td>
<td><strong>Choosing a neighborhood</strong></td>
<td>2</td>
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<tr>
<td>to the final paper and</td>
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<tr>
<td>screencast</td>
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<tr>
<td>Week 1 Intro</td>
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<td>Intro</td>
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<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Intro</strong></td>
<td><strong>Personal introductions (video!)</strong></td>
<td>2</td>
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<tr>
<td><strong>Choosing a neighborhood</strong></td>
<td>2</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Canonical theories</strong></td>
<td>4</td>
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<tr>
<td><strong>Neighborhood detail</strong></td>
<td><strong>Small group discussion #1</strong></td>
<td>5</td>
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<td><strong>Small group discussion #2</strong></td>
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<td><strong>Week 3</strong></td>
<td><strong>Race and space</strong></td>
<td>5</td>
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<td><strong>Small group discussion #2</strong></td>
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<td><strong>Week 4</strong></td>
<td><strong>Measuring segregation</strong></td>
<td>5</td>
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<tr>
<td><strong>Racial Demographics</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Data maps</strong></td>
<td>5</td>
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<tr>
<td><strong>Neighborhood Markets and Opportunity</strong></td>
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<td><strong>Small group discussion #3</strong></td>
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<td><strong>Week 6</strong></td>
<td><strong>Qualitative assessments</strong></td>
<td>4</td>
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<tr>
<td><strong>Proposing Data Collection</strong></td>
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<td><strong>Week 7</strong></td>
<td><strong>Urban decline</strong></td>
<td>2</td>
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<tr>
<td><strong>Peer Review</strong></td>
<td><strong>Small group discussion #4</strong></td>
<td>5</td>
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<td><strong>Week 8</strong></td>
<td><strong>Gentrification</strong></td>
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<td><strong>Current Issues and Responses</strong></td>
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<td><strong>Small group discussion #5</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Community-based strategies</strong></td>
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<tr>
<td><strong>Peer Discussion for Developing the Draft Policy Paper</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>Accountable development strategies</strong></td>
<td>2</td>
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<tr>
<td><strong>Final paper drafts - recommended peer review</strong></td>
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<tr>
<td><strong>extra credit due</strong></td>
<td><strong>ungraded</strong></td>
<td>2</td>
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<tr>
<td><strong>FINALS</strong></td>
<td><strong>Synthesis</strong></td>
<td>15</td>
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<td><strong>Screen cast</strong></td>
<td><strong>Final paper</strong></td>
<td>25</td>
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<tr>
<td><strong>FINALS</strong></td>
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<td><strong>Screencast</strong></td>
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<tr>
<td><strong>FINAL Synthesis</strong></td>
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<td><strong>Final paper</strong></td>
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<td><strong>sub total</strong></td>
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UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: https://www.pdx.edu/dos/psu-student-code-conduct. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student’s own work, or must clearly acknowledge the source(s).

Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center and your instructor are available to support you as you learn appropriate practices of scholarship and attribution. Instead of being freaked out that you are going to plagiarize by accident, ask for help!

Access and inclusion for students with disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503.725.4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Title IX* and mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance (https://www.pdx.edu/diversity/office-of-equity-compliance) or the Office of the Dean of Student Life (https://www.pdx.edu/dos/student-conduct-at-psu). Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this

* of the federal Education Amendments of 1972
reporting responsibility, including an Interpersonal Violence Advocate at the Women’s Resource Center or the Queer Resource Center. You may contact a confidential advocate by calling 503.725.5672. This Sexual Misconduct Website (https://www.pdx.edu/sexual-assault/get-help) provides a complete of those confidential employees and off campus resources.

For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/get-help) in D2L.

Other resources

- Helpdesk for problems with e-mail, passwords, D2L, and other computer/ttech things: 503.725.HELP, or walk over to the basement to Smith
- Writing Center: free face-to-face appointments, drop-in tutoring or online tutoring. See http://www.writingcenter.pdx.edu/
- Get the most out of your tuition by taking advantage of free condoms, legal advice, cultural resource centers and more: https://www.pdx.edu/unst/student-resources
TECHNOLOGY EXPECTATIONS
It is expected that students enrolled in online courses have a basic level of technological skills. Listed below are some of the expectations and an indication of where you can get help with skills you have yet to master. On the following page, standards for effective and positive online communication are addressed.

If you have problems doing any of these, contact the Office of Information Technology for help:
- Use the Desire to Learn (D2L) course management system
- Troubleshoot tech problems
  - Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
  - Seek help from peers
  - Seek help from the OIT helpdesk
  - Devise an alternate means of completing assignments when tech failures occur
- Conduct a group videoconference with Google Hangouts
- Use “cloud” services
  - Collaborate with others using Google Drive folders
  - Log in to Media Space and access resources: media.pdx.edu
- Use the Microsoft Office suite [If you don’t have MS Office, Download the free OpenOffice!]
  - Create and save documents in all Microsoft Office file types
  - Use spreadsheet software (Excel, but also applies to Google Spreadsheets)
    - enter numbers and text into a spreadsheet
    - write simple formulas to process the numbers in your spreadsheet
    - create and format tables from the numbers in your table
  - Word processing (MS Word)
    - set the line spacing of a paragraph
    - set the indentation of a paragraph (e.g., indent first line by .5 inches, use hanging indents . . .)
    - set the margins of document
    - set the orientation of a page
    - use section breaks to create a document that has different layout in different sections (e.g., some pages are landscape orientation, others are portrait)
    - insert an image or table into a text document
    - Use “reviewing” or “track changes” features to comment on a document or review others’ comments
- Create and transform digital and physical documents
  - Convert any document type to a PDF file
  - Combine multiple documents into one PDF
  - Use a scanner (NOT a cell phone camera) to make a digital version of a document (.pdf)
  - Use a photocopier to make a physical copy of a document
  - Record audio, video, and still images using a computer, tablet, or cell phone; upload these files to a shared drive, cloud server, or website

If you have problems doing any of these, call the Library reference desk for help
- Find a resource in the PSU library on the basis of a citation – including watching streaming video
- Select the appropriate database for a topic you are researching
Netiquette
Network etiquette ("netiquette") is set of principles guiding professional conduct in online environments. Some basics:

**Rule 1: Remember the human.** When communicating electronically, consider the Golden Rule: treat others as you would like to be treated. Your words are read by real people, all deserving of respectful communication. Before you press "send" or "post," ask yourself, “How would I feel if someone else directed this at me?” When it comes to ongoing relationships—such as with classmates—employ the Platinum Rule: treat others as they would like to be treated. (If you have a problem with the way they want to be treated, talk it out in a professional manner.)

**Rule 2: Be the same person wherever you are.** Adhere to the same standards of behavior online that you follow in real life.

**Rule 3: Know where you are in cyberspace.** The same communication can be acceptable in one area but considered inappropriate in another. Language from a text message to a friend might not be the right choice when e-mailing a classmate. As another example, emojis/memes/GIFs should be used very sparingly in academic communication.

**Rule 4: Respect other people’s time and bandwidth.** Electronic communication takes time: time to read and a lot of time in which to reply accurately and sensitively. Most people don’t have time to read or respond to frivolous messages. So make your written communication purposeful and to the point. Some key practices:

- Avoid extraneous text and superfluous graphics; use file-sharing technologies (e.g., Google Drive) instead of sending attachments back and forth.
- Do not just forward a link without comment, forcing recipients to go read a website to figure out why you sent the message; instead, explain and summarize the content of the site and add the URL for those interested in clicking through.
- Use the right technology for your task. For example, if you are having problems with team dynamics on a group project, spend five minutes in a face-to-face conversation learning about people’s frustrations and brainstorming solutions instead of spending three weeks sending increasingly frustrating group text messages.

**Rule 5: Make yourself look good online.** One of the best things about the virtual world is the lack of judgment associated with your physical appearance, sound of your voice, or the clothes you wear. Instead, impressions are formed based on your writing (a double-edged sword!). Keep the following tips in mind:

- Always check for spelling and grammar errors
- Be clear on the purpose of your message and state it clearly
- Be pleasant and polite.

**Rule 6: Do your part to prevent dumpster fires—a.k.a. flame wars.** As Shea (1994) puts it, “flaming is what people do when they express a strongly held opinion without holding back any emotion.” For an example, think of the virulent comment thread under a political post on Facebook. While strong opinions are fine, “flame wars”—when an online group gets into an exchange of angry posts—are not. Moreover, in an academic setting, strong opinions need to be connected to empirical evidence. If highly emotional conflicts emerge in the course (fingers crossed that they don’t!), don’t feed the flames; help extinguish them by guiding the discussion back to a more productive direction.

The above is adapted from: [http://learning.colostate.edu/guides/guide.cfm?guideid=4](http://learning.colostate.edu/guides/guide.cfm?guideid=4), which is based on Virginia Shea’s *The Core Rules of Netiquette* (San Francisco: Albion Books, 1994).