Urban Studies and Planning 585/685: 
Housing and Environments for the Elderly

CRN: 44426
Portland State University | Toulan School of Urban Studies and Planning
Winter Term, 2019; Tuesdays 18:40-21:20 (6:40-9:20pm)
Location: Urban Center (URBN) 411

Instructor: Alan DeLaTorre, Ph.D.
Telephone: 503.725.5134
E-mail: aland@pdx.edu
Office: URBN 470G
Office hours: by appointment

Course Description:

The course will explore the physical, social, and service contexts related to housing and environments for older adults and people across the age and ability spectrums. Theoretical approaches to aging and environments will be examined along with evidence regarding how older adults use, perceive, and are affected by their home and environments. Specific topics will include housing options, accessible and inclusive environments, supports and services, policies and politics, economics, neighborhood design, and age-friendly communities.

Required Texts:

1. There is no required text for this course.
2. Readings will be available on D2L, the Internet, and the Portland State University Library.

Course objectives: At the end of this course participants will be able to:

1) Detail the types of housing options available for older adults.
2) Describe how environments affect people across the life course from theoretical and practical perspectives.
3) Explain key concepts associated with planning, designing, and developing inclusive and supportive environments for people of all ages and abilities.
4) Understand how housing supports and services accommodate the changing needs of people as they age.
5) Understand trends related to an aging society and how those trends relate to housing and environments for older adults and others.
Grading (based on 100 possible points):

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Classroom participation</td>
<td>15</td>
<td>Lead one discussion; general participation</td>
</tr>
<tr>
<td>Neighborhood Assessment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Data assignments</td>
<td>25</td>
<td>Weeks 6-8; consultation from Dr. Lycan</td>
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<tr>
<td>Final paper</td>
<td>40</td>
<td>Livability</td>
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Course requirements:

1) **Classroom participation**: Each student will lead *one* class discussion on a selected reading. Students will be expected to: (1) summarize the main points of the assigned reading, (2) offer critical perspectives of the readings, and (3) lead the class discussions based on pre-developed questions. Students should expect the discussion to last between 20-30 minutes and no more than half of the time should be spent summarizing the reading and offering critical perspectives; half of the time should be spent engaging other students in the discussion.

In addition, all students are graded on their thoughtful involvement in classroom discussions, combined with regular attendance (note: one unexcused absence is allowed; additional unexcused absences will lead to the lowering of students’ grades).

2) **Neighborhood Assessment/Interview**: Assess a neighborhood for its suitability for an aging population. Interview one older resident (aged 70+) of the neighborhood (or a couple who live together) regarding their satisfaction with the neighborhood, their ability to age in place, etc. Please augment the interview with your observations of the physical environment and objective data that are available via walkscore.com and AARP’s Livability Index. The 4-5 page paper is due January 29, 2019.

3) **Data assignments**: *These assignments will be available in Week 6 of the course.* During Weeks 6-8 of the course Dr. Dick Lycan will join as a guest instructor. Dr. Lycan is a professor emeritus of the College of Urban and Public Affairs and the Department of Geography and a Senior Research Associate with PSU’s Institute on Aging. His research focus is on the application of geographic information system tools and demographic methods to the study of local demographic issues. For the past several years he has been working with PSU faculty and students (as well as the community at-large) to advance understanding of demographic and geographic trends.

4) **Final paper**: A final research paper is due Wednesday, March 20, 2019 for all students. The term paper will be 10-12 pages and will pursue, in-depth, one topic related to the course. A paragraph describing the topic is due on February 5, 2019.
**Course overview by week:**

<table>
<thead>
<tr>
<th>Week (date)</th>
<th>Topic</th>
<th>Assignments (due by 6:00pm via email to <a href="mailto:aland@pdx.edu">aland@pdx.edu</a>)</th>
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</thead>
<tbody>
<tr>
<td>1 (1/8)</td>
<td>Introduction and Overview</td>
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<tr>
<td>2 (1/15)</td>
<td>Demographics and Theoretical Approaches to Housing and Environments for Older Adults</td>
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<tr>
<td>3 (1/22)</td>
<td>Meaning of Home, Place, and the Social Environment</td>
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<tr>
<td>4 (1/29)</td>
<td>Housing Options across the Life Course (Guest speakers: Bureau of Planning and Sustainability project staff)</td>
<td>Neighborhood Assessment/Interview</td>
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<tr>
<td>5 (2/5)</td>
<td>Housing, Supports and Services (Guest speaker: Dr. Paula Carder)</td>
<td></td>
</tr>
<tr>
<td>6 (2/12)</td>
<td>Economics of Housing for Older Adults (Guest Instructor: Dr. Dick Lycan)</td>
<td></td>
</tr>
<tr>
<td>7 (2/19)</td>
<td>Transportation and Mobility for All Ages and Abilities (Guest Instructor: Dr. Dick Lycan)</td>
<td>Data Assignment 1</td>
</tr>
<tr>
<td>8 (2/26)</td>
<td>Accessible and Inclusive Environments (Guest Instructor: Dr. Dick Lycan)</td>
<td></td>
</tr>
<tr>
<td>9 (3/5)</td>
<td>Age-friendly Housing and Environments</td>
<td>Data assignment 2</td>
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<tr>
<td>10 (3/12)</td>
<td>Wrap-up and Reflection</td>
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<tr>
<td>Final week (3/20)</td>
<td>Submit final paper</td>
<td>Final Paper</td>
</tr>
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## Course readings:

<table>
<thead>
<tr>
<th>Week (date)</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/8)</td>
<td>• No readings</td>
</tr>
</tbody>
</table>
• Roberts, Ogunwole, Blakeslee, & Rabe (2018). *The population 65 Years and Older in the United States: 2016*. U.S. Census Bureau. ([Internet](https://www.census.gov)) |
• Brandis, L., & DeLaTorre, A. (2018). Understanding the social impacts of neighborhood and home design for older adults in Portland, Oregon. Portland State University (D2L) |
| 4 (1/29)    | • National Association of Area Agencies on Aging (n.d.). *Housing options for older adults: A guide for making housing decisions*. ([Internet](https://www.naaga.org))  
• Joint Center for Housing Studies of Harvard University (2018). Housing America’s older adults: 2018. Harvard University. ([Internet](https://www.jchs.org)) |
• Tilly, J. (2016). Promoting community living for older adults who need long-term services and support. Center for Policy and Evaluation Administration for Community Living. ([Internet](https://www.cpeahd.gov)) |
| 6 (2/12)    | • Joint Center for Housing Studies of Harvard University (2014). *Housing America’s older adults: Meeting the needs of an aging population*. Harvard University. ([Internet](https://www.jchs.org))  
<table>
<thead>
<tr>
<th>Week (date)</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
  • Lynott, J. (2018). *Universal mobility as a service: A bold vision for harnessing the opportunity of disruption*. AARP. ([Internet](#)) |
| 10 (3/12)  | • No readings |
| Final week  | • No readings |
General expectations/responsibilities:

- **Title IX Reporting Obligations, sexual harassment, sexual assault, dating/domestic violence and stalking:** Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. 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 to PSU’s Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that PSU’s policies require faculty members to report instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you prefer to share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):
  - Confidential Advocates (503-725-5672) or psuwrc.youcanbook.me (for matters regarding sexual harassment and interpersonal/sexual violence)
  - Center for Student Health and Counseling: 1880 SW 6th Ave (503-725-2800)
  - Student Legal Services: 1825 SW Broadway, (SMSU) M343 (503-725-4556)

Also, please complete the required [Creating a Safe Campus Module](#) in your D2L.

- **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.
- For information about emergency preparedness, go to the Fire and Life Safety webpage for information: https://www.pdx.edu/environmental-health-safety/fire-and-life-safety.

- **Academic Integrity:** Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Please note that plagiarism will not be tolerated in this course. If a student uses quotations or relies heavily on another's work in their written assignments, the student must use quotation marks and/or acknowledge the source appropriately. *Please use the American Psychological Association (APA) style guide for all citations.*

- **Code of Conduct:** All students must adhere to the [PSU student code of conduct](#).