

Department of Geography, University of Montana Fall 2020

GPHY 468 Community and Regional Analysis, 3 cr (CRN 74709)

Blended/hyflex format: Stone Hall 218, MF 10.30-11.50 am with synchronous and recorded zoom

with blended/hyflex co-requisite GPHY 469 Planning and Analysis Lab, 1 cr (CRN 74710)

Stone Hall 218, W 10-11.50 am

Instructor and Teaching Assistant

Instructor: Christiane von Reichert

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Voice: 406-243-4784

Office hours: MWF 12.-12.50 pm via zoom or face-to-face by arrangement

Face-to-face small groups meetings 8-21, 8-24, 8-26 and 8-28 by arrangement via Doodle poll (in lieu of office hours)

TA support: Sebastian Coombs

Office: Stone Hall 306

Email: Sebastian.Coombs@umconnect.umt.edu

Office hours: F 12.30-2.30 am and by arrangement

Course Objective:

Become a socio-demographic analyst and develop expertise about a chosen community. This is a service learning course. You will both obtain input and share your findings with local leaders and stakeholders. This semester our 'clients' will be Montana food banks. Please communicate with me if you wish to partner with a different suitable group as service client.

Learning Outcomes:

This UG (undergraduate/graduate) course, designed for upper-division and graduate students, prepares students to conduct socio-demographic analysis.

You will

1. use current data for U.S. communities and regions and describe and evaluate population and employment structure of communities or counties,
2. compare different communities or counties in systematic ways,
3. become familiar and learn to access a variety of public socio-demographic and economic data sources
4. learn to work with micro (=survey) data, either public micro data or a food bank survey
5. develop database management skills (EXCEL, SPSS)
6. use basic statistical procedures (SPSS)
7. visualize summary data (EXCEL, SPSS)
8. gain familiarity with publishing software (InDesign or Publisher)
9. gain experience in presenting your work to an audience (prepare a brochure, a poster, and give presentations)
10. tentative: identify spatial patterns by producing simple maps (Maptitude or software of your choice)

Given food banks as service clients and the unequal distribution of impacts of the Covid-19 pandemic, there will be emphasis on vulnerable populations.

Course Pre-requisite:

A quantitative methods course (i.e. Math 117/M115 or higher) or consent of instructor. This is to assure that you have an adequate mathematical background (mostly linear algebra and some descriptive and inferential statistics) or are inclined to acquire it.

Tentative: I may be adding some mapping components to the course. For that, GPHY 284 is helpful but not required. I am asking those of you with a solid quantitative and cartography/GIS backgrounds to cooperate with others to promote success for all in this course.

Readings, Moodle, email Communication:

There is no text for purchase.

Readings in pdf will be on Moodle. Additionally, URL links to sources will be provided via Moodle.

We will use Moodle, an [online course learning system \(http://umonline.umt.edu\)](http://umonline.umt.edu), giving you access to course materials 24/7. We will also use a server for course materials. You need your netID to access Moodle,

When communicating with you via Moodle, Cyberbear or Outlook, I will use your official University of Montana email. Faculty are disallowed to use private emails. Please check your *umconnect email regularly to stay informed.

Information and Guidelines Specific to Fall 2020

On Blended\Hyflex

As conveyed in a letter to all students in Gphy 468/469 earlier in August, this course is offered in a blended/hyflex format. Hyflex courses allows students to participate face-to-face or synchronously online.

This format will give you access to Stone218 as a classroom and computer lab while permitting physical distancing measures in addition to adhering to required mask wearing. The class and lab periods will also be synchronously offered online, and recorded. Essentially students have an opportunity to take turns for in-class and synchronous online settings. I will gauge your preferences (via poll or chat) for in-class or remote attendance to best use Stone 218 space for the given capacity.

I will not be physically in the class but teach remotely via synchronous zoom (with some pre-recorded segments). Our Teaching Assistant, Sebastian Coombs, will be in Stone 218 during class and lab periods to assist, e.g. with projecting the lecture zoom, help in fielding questions, etc. He will also grade assignments and assist with managing the Moodle site.

- A big advantage of me not being physically in the classroom and instead lecturing via zoom: my voice can be better heard when not wearing a mask (which is required if I were to lecture in person in Stone 218 or any UM building.)

Remote Attendance Accommodation <https://www.umt.edu/disability-services/covid-19/remote-attendance.php>

Students with increased risk for severe illness from COVID-19, whether for themselves or a family member, should request remote attendance accommodation through Disability Services for Students DSS <https://www.umt.edu/disability-services/covid-19/default.php>

Remote Lab Access

Thanks to the terrific effort of our IT staff, computers in Stone 218 and 219 can be remotely accessed via CITRIX from your home computer with reliable internet access using your netID. Please see the instructions posted to Moodle.

Safety Measures - 3 Ws: Wear a mask, wash your hands, watch your distance.

- Mask wearing is required on the UM campus. Please observe physical/social distancing.
- Each student is provided with a [Health Griz Kit](https://www.umt.edu/news/2020/08/081220kits.php) <https://www.umt.edu/news/2020/08/081220kits.php> which includes masks and sanitary wipes. (Pick it up at the East Auxiliary Gym of the Adams Center.)
- Clean your personal space when arriving for class and before leaving. Dispose of used wipes.
- Stay home if you feel sick/exhibit COVID-19 symptoms. Call Curry Health Centers 406-243-2112.
- Stay vigilant outside the classroom to mitigate the spread of COVID-19.
 - UM's enormous efforts in preparing for a fall semester with face-to-face and hybrid elements are null and void if students ignore the 3Ws, ie socialize in groups. Whether or not and when the UM has to discontinue face-to-face and hybrid course delivery and *pivot* to remote/online only is affected by the **actions of all of us!**

For further detail, please see Safety Measures document posted to Moodle.

The **Curry Health Center** (<http://www.umt.edu/curry-health-center/>)

CHC on Eddy Street (406-243-2122), provides medical services for students, including counseling. Please call before visiting the CHC.

Please see information on COVID-19 testing <http://www.umt.edu/curry-health-center/medical/covid-19-testing.php> offered by CHC for students with symptoms.

CHC also prepared a Wellness resources, including a Virtual Be Well book, Stress-Busting Kits (2020 and Covid-19), and a Better You app (please see on Moodle). Wellness resources from the Curry Health Center.

Course guidelines and policies:

Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2020-pdf) <http://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2020-pdf>

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](https://www.umt.edu/dss/default.php) (<https://www.umt.edu/dss/default.php>). Students with disabilities are encouraged to register with Disability Services (Lommasson Center 154, 406-243-2243) as early as possible. If you are a student with disabilities, you may request – in advance, not retroactively -- reasonable modifications by contacting me, and I will work with you and Disability Services to provide an appropriate modification. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications.

Official dates and deadlines, including

For [Official Dates and Deadlines](https://www.umt.edu/registrar/calendar/autumn-2020.php) <https://www.umt.edu/registrar/calendar/autumn-2020.php>, please consult information from the Registrar. Please note the significance of class day 7, 15, 45, and 46 and beyond.

This link also shows instructional days and holidays.

The [Finals Week Schedule](https://www.umt.edu/registrar/calendar/finals-week-schedules.php) <https://www.umt.edu/registrar/calendar/finals-week-schedules.php> is also shown below.

Grading Policy

Your work will be graded on a traditional grading system using +/- breaks as follows:

- A 93.3-100
- A- 90-93.3
- B+ 86.7-90
- B 83.3-86.7
- B- 80-83.3
- C+ 76.7-80
- C 73.3-76.7
- C- 70-73.3
- D+ 66.7-70
- D 63.3-67.7
- D- 60-63.3
- F <60

Progress and Grading

Progress in the course is achieved by

- completing a series of lab assignments. These lab assignments are the building blocks of a brochure (early in the semester) and a poster (later in the term).
- producing a short digital brochure and giving a presentation in class.
- producing a digital and printed brochure and giving a presentation in class (multi-page with two (or more) printed copies: one for the service client and one copy for the course; you may optionally print a copy for yourself; more on printing later)
- producing a poster and presenting in class.
- participating in class and lab. (Please note: for students coming to Stone 218 for class and lab, attendance will be taken for potentially contact tracing, not as part of your grade.)
- To support the service learning experience, students will communicate with stakeholders in selected communities, discuss socio-demographic services that can be provided, learn of additional analysis needs, and take the community needs into account when producing poster and brochure.
- Students will reflect on the service experience through discussion and by writing a report.

Grading Categories (% of points)

- Participation, including personal introduction (5%)
- Lab assignments (35%)
- Short digital brochure (early version) and presentation (5%)
- Service brochure (digital & print) and presentation (30%, 20% brochure, 10% presentation)
- Poster (digital & print) and presentation (10%, 5 % poster, 5% presentation)
- Brochure and poster drafts (5%)
- Reflect on service learning – discussion (5%)
- Reflect on service learning – report (5%)
- total (100%)

Bonus Points or Make Up Points:

In prior years, students had the option to receive bonus points for volunteering for the bike-ped counts in September, with 1 bonus point per count. I do not know of the status of the bike-ped count at the current time. I will announce details as they become available.

I am contemplating allowing a make-up point (if students miss an assignment) for attending and writing a summary of zoom lectures of the lecture series. *Ethics, Justice and Diversity Preparing for Professions in Natural Resources*. A Moodle shell will be set up for all FCFC students. With or without make-up point, you should find the lecture series interesting.

Below is the schedule for that series:

- Dr. Alan Townsend, September 8, 4:00 pm: Introduction
- Dr. Daniel Wildcat, September 14, 4:00 pm: Incorporating indigenous world views into environmental solutions

- Aja Desmond, September 28, 3:00 pm: Implicit bias and who “belongs” outdoors
- Terry Baker, October 15, 4:00 pm: How a diversity of voices gets us to better solutions
- Dr. Ayana Elizabeth Johnson, October 29, 2:00 pm: A conversation about the intersection of environmental and social justice, moderated by Alan Townsend

For the increment for graduate students, please see below.

I will distribute lab assignments through Moodle and/or the server. These assignments will provide you with instructions and point you toward data sources, but they are not entirely ‘self-contained’. I will also use demonstrations during class and lab periods, potentially with pre-recorded demos. Quite likely, you will have questions as you proceed with the assignments during the lab periods (in Stone 218 or remotely via zoom.) Be prepared to spend time beyond lab periods to complete labs, especially at the stage of producing the brochure or poster. Also set some time aside to communicate with community stakeholders. This is an essential and required element of service learning.

Feel free to work in a team of two undergraduate or two graduate students.

Lab assignments are due via Moodle on Tuesday 8pm following the Wednesday lab (or as spelled out in assignments). Given the complexity of assignments and the grading scheme, **late lab assignments will be discounted by 10% per day late. No assignments are accepted a week after the due date.**

Other items due (reports, outline drafts) are due as specified. Late reports and outline drafts will be discounted.

We will NOT use e-mail to forward information on individual scores or grades. We will try to employ Moodle to post scores. If there should be technical difficulties with that, we will look for other ways of making scores available – but not via email. Moodle is not well suited to weight scores or allow for a missed assignment. Your final grade will likely differ from the grade shown on Moodle.

Assignment Guidelines

You will submit assignments digitally via a dropbox on Moodle.

For assignments, you are free to work in a team of two students.

For these group assignments, be sure to include both group members’ names on the assignment.

The file should be named name1_name2_A#.docx (name1/2 etc. stands for your last name/s, # stands for the number of the assignment).

Each member must separately submit the document, to make sure everyone receives credit – and to not miss out if your team mate overlooks to submit the team’s work (Please note: submitting the same or very similar assignments without showing names of collaborators is in violation of the Student Conduct Code).

Graduate Increment

Graduate students will write a review and present on a thesis, book or several research articles related to their own research as well as the content of the class (5-8 pages, 1.5 line spacing). In-class/synchronous zoom presentations will be in mid-October Graduate students will also write an abstract (target: 250 words, please submit no later than 11/15) that could be submitted to a professional meeting (in late 2020 or 2021; Tip: keep an eye on the [AAG](http://www.aag.org) call for papers and abstract deadline www.aag.org, for 2021 meeting in Seattle). While undergrads should consider participation in the UM Conference on Undergrad Research UMCUR, graduate students should plan on the UM Graduate Student Research Conference GSRC, usually held in early to mid-April. In several instances, assignments for graduate students will have additional, more challenging components. Overall, the work of graduate students will be judged against higher standards than the work of undergraduate students.

Service Learning Criteria

The University of Montana-Missoula has established the following criteria for Service Learning courses. In order to receive the Service Learning course designation, a course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be embedded as course assignments and in-class time should be scheduled to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Service interactions in the community will recognize the needs of service recipients and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the nature and value of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students perform service activities in a professional manner and that vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.

In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.

Additional Resources and Services

The Writing and Public Speaking Center: During the semester, [the Writing and Public Speaking Center \(www.umt.edu/writingcenter\)](http://www.umt.edu/writingcenter) offers one-on-one tutoring services to students at all levels and at any time in the writing process. Located in LA 144 (406-243-2266), services are offered in a virtual environment.

Experiential Learning and Career Services (406-243-2022) is located in Lommasson Center 154 and available [online https://www.umt.edu/experiential-learning-career-success/default.php](https://www.umt.edu/experiential-learning-career-success/default.php), offering important resources for student employment and career opportunities. Please consult the website for employment-related topics. Please note fall and spring job virtual fairs, workshops on resume writing, job interviewing, etc. This office also manages internship opportunities. A **professional internship** can be a useful addition to your formal education. Internship experience also adds to your resume. Furthermore, an internship can allow you to connect with a potential long-term employer. Internship opportunities, brought to the attention of current or ex-students or our faculty members, are also publicized via the Geography listserv. Previously, students also were successful in locating and even opening up internship opportunities by directly contacting agencies and employers they would like to work for. Professional conduct is critical in assuring success with arranging for and successfully completing internships.

Geography Listserv

The **Geography listserv** <https://www.cfc.umt.edu/geography/resources/list-serv.php> allows you to gain and share information about up-coming departmental events (from group advising to parties); internship, preceptorship, and job opportunities; and other relevant information (graduation deadlines, course announcements, meeting announcements, etc.). The instructions below are from our website <https://www.cfc.umt.edu/geography/resources/list-serv.php>

To join:

- 1) Send an e-mail to: GEOGRAPHY-subscribe-request@LISTS.UMT.EDU to: GEOGRAPHY-subscribe-request@lists.umt.edu.

This must be sent from the e-mail account that you wish to be on the Listserv

- 2) Leave the subject line blank
- 3) In the body of the e-mail type this:
subscribe your name Geography

You will receive an e-mail message confirming your subscription.

Please use the listserv judiciously. Keep in mind that the REPLY key will go to ALL listserv members, not only the person who sent a previous message.

Mountain Line and ASUM Transport: Did you know that Missoula's bus service, the [Mountain Line](http://www.mountainline.com/) (<http://www.mountainline.com/>) is free? ASUM buses are also free, including the [U-DASH](http://www.umt.edu/asum/asum_agencies/Transportation/bus/default.php) evening bus to downtown http://www.umt.edu/asum/asum_agencies/Transportation/bus/default.php.

Get Involved

- Consider serving on the ASUM Transportation Board and other student and civic organizations.
- Become active in the Geography Club. Become a member of the GTU Gamma Theta Upsilon (Geographical Honors Society). I am serving as faculty liaison to both and will get information out on that via Gphy 400.)
- Volunteer in the community.
- Consider becoming a member of [MAGIP](https://www.magip.org/) (Montana Association of GIS Professionals) <https://www.magip.org/> and/or participation in future BigSky GeoCon meetings. MAGIP has a strong record of supporting geography/GIS students through higher education scholarships and awards!

Topics

I. Introduction to Community and Regional Analysis

- Socio-demographic analysis and planning/GIS
- Socio-demographic analysis and service learning
- Understanding the structure and dynamics of communities through data analysis
- Basic EXCEL (YOUTUBE TUTORIALS)
- Scholarly Basics: how to reference sources; rules of thumb for showing data as tables, charts, and maps.

II. Population and Population Structure (software: Excel, TransCad)

- Census Basics: data, hierarchies, Census summary versus ACS summary versus ACS micro data
- Who lives there (descriptive measures, demographic profile using Census 2010 STF1 and ACS survey data)
- Tentative: Basic mapping (Maptitude Tutorial)
- Where are certain population groups (Location Quotient)

III. On Service Learning; Tools for Sharing Findings (InDesign)

- Socio-demographic analysis as a service to communities
- A tool for producing posters and brochures (InDesign Tutorials)

IV. Economic Structure (Excel)

- How do people make a living (SIC, NAICS)
- Why do job data differ (CBP, REIS, CEW/ES-202)
- Dominant versus over-represented sectors (~ economic base approach)
- How has employment changed (economic restructuring, shift share technique)
- Tentative: Employment versus income measures

V. Population Dynamics: Trends and Components (Excel, SPSS)

- What are the trends in population growth (linear trends)
- What drives population growth (components of change: births, death, migration)

VI. Population Dynamics: Cohort-Component Basics (Excel, TransCad)

- There is more to population change than trends and components (the need for including cohorts/age)
- Importance of cohorts in population analysis: the case of rural population decline
- Cohort-specific net migration data (University of Wisconsin)

VII. Summary Versus Micro Data (SPSS)

- ACS Public Use Micro Sample PUMS or Food Bank Survey
- The Data Dictionary
- SPSS Basics for Survey Analysis

VIII. Service Partner Feedback; Reflection on Socio-Demographic Analysis and Service Learning

Final Exam Schedule <https://www.umt.edu/registrar/calendar/finals-week-schedules.php>

The final exam period, used for presentations is scheduled for Thursday, November 19, 8-10 am; if more time is needed, presentations will follow on Friday, November 20, 8-10 am.

Autumn 2020 Final Exam Schedule

Hour on which class has met during the semester:	If the class meets daily, 4 times a week, or M, MWR, MWF, MF, MW, MTW, WF, TWF, MR, TW, TWR, WR, W, F or MT, the final exam will be held at this time:	If the class meets TR, T, R, MTR, RF, TRF, R, or TRS, the final exam will be held at this time:	Meeting date for the final exam:
10:00 am	8:00-10:00	10:10-12:10	Thursday, November 19
11:00 am	8:00-10:00	10:10-12:10	Friday, November 20
12:00 pm	8:00-10:00	10:10-12:10	Monday, November 23

Course Schedule (Tentative. Updates to the course schedule will be posted on Moodle)

GPHY 468/469 Community and Regional Analysis, Fall 2020		
day	date	Topic
We	19-Aug	Introduction to the course, course logistics
Fr	21-Aug	Personal introductions of students
Mo	24-Aug	continued; socio-demographic analysis, planning, and GIS
We	26-Aug	Lab Orientation, EXCEL Basics
Fr	28-Aug	Using public data for understanding the structure and dynamics of communities; basic referencing; case study vs. comparative approach; charts and maps
Mo	31-Aug	Census data, survey data; macro/aggregate versus micro data
We	2-Sep	Decennial Census versus ACS (summary, not micro data)
Fr	4-Sep	Socio-demographic analysis as service to communities; MFBN
Mo	7-Sep	Labor day, no class
We	9-Sep	InDesign or Publisher basics, brochure basis
Fr	11-Sep	Contacts with service learning clients -
Mo	14-Sep	Measures of Spatial Concentration (examples poverty, SNAP, etc.)
We	16-Sep	Census ACS data LQ; charts, referencing
Fr	18-Sep	How to capture change, brochure basic, client feedback
Mo	21-Sep	How do people make a living (employment and income data)
We	22-Sep	Employment and Income Lab
Fr	25-Sep	Population Dynamics, trends, estimates

Mo	28-Sep	Population Estimates Lab
We	Sep-31	Work on digital brochure
Fr	2-Oct	Q&A
Mo	5-Oct	first draft of digital brochure, presentation
We	7-Oct	Components of change
Fr	9-Oct	Cohort components, components by age
Mo	12-Oct	Components lab, age
We	14-Oct	Cohort components lab
Fr	16-Oct	The Wisconsin netmigration cohort model
Mo	19-Oct	Graduate Increment presentations
We	21-Oct	Wisconsin model lab
Fr	23-Oct	Work on digital brochure
Mo	26-Oct	Work on digital brochure
We	28-Oct	Present digital brochure, submit printed brochure
Fr	30-Oct	Present digital brochure, submit printed brochure
Mo	2-Nov	SPSS Basics, descriptives, uni-variate, bi-variate, associations
We	4-Nov	SPSS Basics, data dictionary, reading PUMS or MFBN survey data
Fr	6-Nov	service learning feedback, service learning report due
Mo	9-Nov	working with survey data
We	11-Nov	Veteran's day, no class
Fr	13-Nov	Q&A, working with survey data continued, work on poster
Mo	16-Nov	work on poster, poster draft due
We	18-Nov	last day of regular classes, work on poster
Th	19-Nov	Finals Week, Nov 19-25: Nov 19 8-10 am final (presentations)
Fr	20-Nov	8-10 am final (presentations); tentative, if time is required for presentations
	26-Nov	Thanksgiving