Having a grocery store open in a neighborhood seems like a good thing, right? Especially in one that has lacked food options, at least in some people’s opinion. But who in the neighborhood actually shops there, and how frequently? What explains why they patronize or do not patronize it? Does it have anything to do with social class or race? What effects, positive and negative, has it had on the neighborhood? How can this grocery store help us understand the neighborhood and how it is changing? In *Researching Portland Neighborhoods*, we will examine these questions by engaging in research in inner northeast Portland. This “learning by doing” approach will also help us deepen our ability to engage in research methods. We will work with core methodological issues such as sampling, validity, reliability, and generalizability, and we will collect both quantitative and qualitative data. [It is for this reason that a pre-requisite for this course is at least one research methods course.]

We will only be meeting as a group once per week; the rest of the work will be done in a variety of places (e.g., in the neighborhood, library, and computer labs) and in a variety of configurations (e.g., individual work, small-group activities). This type of course is best suited for those who work well independently and are comfortable with the flexibility that is required for engaging in genuine, non-simulated research. Students must be willing and able to take a number of research trips to the neighborhood, via bike, bus, or car.

### MAIN ACTIVITIES

1. **Research Activities and Reflections (50%)**
   You will be doing a variety of research activities throughout the term. The specific tasks will be determined as the research project progresses, but they will probably include a literature review, analysis of secondary documents (e.g., neighborhood association newsletters or minutes), obtaining quantitative demographic data, and conducting a food place analysis. You will record your research activities and reflections at least weekly in your work log.

2. **Class Participation (10%)**
   Attendance is a necessary, but not sufficient, condition for class participation. You will also need to do the readings in advance, reflect and take notes on them, bring a paper copy to class, and discuss them in class. In addition, you will be conducting some in-class research activities as well as sharing your out-of-class research experiences.

3. **Final Projects (40%)**
   The instructor anticipates that the class will create an oral presentation near the end of the course and that each student will write a final paper, an self-assessment of their work, and (perhaps) an assessment of other small-group members.
Class 1: March 29
Introduction, discussing research project, history of racial segregation in Portland.  
**Reading for next class:** “Bleeding Albina”  
**Task for next class:** Perform a literature review to understand the importance of the research questions and provide context.

Class 2: April 5
Why these research questions are important; Setting the context (we will present and discuss our literature review findings). Movie: *NorthEast Passage*  
**Readings for next class:** To be determined, probably Kennedy & Leonard (2001) and Sullivan (2006).

Class 3: April 12
Discuss: What is gentrification? What are the potentially positive and negative aspects of gentrification?  
**Tasks for next class:** (1) Review of newspapers and other content. [Besides demographically] How are these neighborhoods changing, e.g., culturally? Are they gentrifying? (2) Getting demographic data: How are these neighborhoods changing demographically? Are they gentrifying? Add 1970, 1980, and 2010 to existing demographic data table.

Class 4: April 19
Discuss: What are these neighborhoods like now? Have they changed over time? If so, how? Are they gentrifying? If so, what are the negative and positive aspects of gentrification in these neighborhoods?  
[We will look at the data we collected to see if we have enough and discuss how effective the quantitative and qualitative data are in answering these questions.]  
Preparing for next class: How do we think of New Seasons as part of neighborhood change? Does its arrival fit in neatly with how we see the neighborhood changing? What are its potential positive and negative effects on residents?  
[In-class activity (?): Locating other food stores in area (to prepare for tasks for next class).]  
**Tasks for next class:** Describing New Seasons; Map and describe other grocery stores/mini-marts; Food place assignment.  
**Reading for next class:** Anderson 2004 (example of how to write up description); [The instructor may find an article that is critical of public- and quasi-public spaces, based on social class and/or race.]

Class 5: April 26
Discuss food place assignment: What are New Seasons and the other places like? Compare and contrast. Discuss how we can better understand why New Seasons moved in where and when it did. [e.g., CNA involvement (Did they encourage it? Previously encourage or discourage other grocery stores to move in?); Are there other grocery stores/mini-marts in area? If yes, what are they like? (to understand the level of need for New Seasons; Review: Increase in population? Increase in wealth of residents? Change in tastes of residents based on social class?).]  
**Tasks for next class:** Analyze CNA newsletters/minutes and general newspaper accounts of New Seasons moving in;  
**Reading for next class:** Any written or electronic information re: Professor Margaret Everett’s project.

Class 6: May 3

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**SCHEDULE**  
(subject to change)
Professor Margaret Everett will present/discuss her research, specifically in regards to working with some North Portland corner stores to improve food quality and the ways residents secure food, inside or outside the neighborhood, and the health impacts of their food consumption. While discussing with her, we can ask ourselves (and discuss at the end of class) if there is more information we need, or if there are different ways we can go about collecting data. We can also share with each updates and help each other with suggestions, if needed.

**Tasks for next class:** Continue working on the ones we started.

**Readings for next class:** Some articles to be determined (perhaps Lloyd [forthcoming] and Sullivan and Shaw [2011], especially their conclusions, to get an idea how researchers discuss their case study and the extent to which it may be transferable to other cases.

**Class 7: May 10**

**Integrating Quantitative and Qualitative Data**
The instructor will share some survey data results and perhaps some interviews; description of New Seasons; Strength and weaknesses (validity, probability sampling generalizability: survey respondents who were randomly selected v. interviewees that were not; lack of depth of black interviews – why?)

Perhaps we will listen to some interviews.

**Tasks for next class:** Put survey results into tables and/or charts; Code transcripts/interview sheets – perhaps have students listen to an interview and then code;

**Class 8: May 17**

Preparing for oral presentations. Some PPoint tips. Watch video and discuss how to present. Go over oral presentation guidelines. Decide on content and who does what.

**Tasks for next class:** Make PPoint slides and other oral presentation material.

**Class 9: May 24**

Oral presentations [Each student or each small group will present one aspect of the project so that all the oral presentations form one cohesive story.] At this time we can assess whether more information is needed for final paper.

**Tasks for next class:** Students may have to get more data in the field or from the Internet.

**Class 10: May 31**

Preparing for final papers.

**Class 11: June 7**

Final papers due.

**ACCESSING DESIRE TO LEARN (D2L)**
(Note: It is uncertain how much we will use D2L. However, I thought it would be best to include these instructions.) Use the Internet to get to https://d2l.pdx.edu/. Log in using the link on the right side. Once you are logged into your D2L account, there is a link on the right [“Click Here to get started”] that reviews how students use D2L (includes video tutorials).