INTRODUCTION
In Urbanization & Community, we study different types of neighborhoods in U.S. cities, examining the ways in which people of different races, ethnicities, and socioeconomic classes are segregated from, or integrated with, each other. We will examine such phenomena as racial segregation, urban enclaves, gated communities, and gentrification. Throughout the term we will use the political economy approach, highlighting the importance of political and economic institutions on the lives of neighborhood residents.

Students will also conduct a neighborhood analysis during the ten weeks, culminating in a final research project. [FYI: Three examples of past projects are posted on D2L.] Given the importance of this project, students should only take this course if they are willing and able to conduct neighborhood research. Look at D2L for three examples of past neighborhood projects.

The next section details course requirements; however, here are some of the benefits of taking this course:
- We will read engaging scholarship about life in urban America.
- We will discuss topics that are likely to be relevant and compelling to your life.
- There will be many opportunities to exchange ideas in class.
- You will learn how to research neighborhoods using qualitative and quantitative data.

HYBRID COURSE
This is a “hybrid” course, meaning that instruction is made up of both weekly face-to-face classroom time and online activities. To access d2l, go to the http://www.d2l.pdx.edu. To login, enter your odin ID and your odin password. If you do not have an odin account, or are not sure what your odin ID or password is, go to https://www.account.pdx.edu/ or contact the Information Technology Help Desk at help@pdx.edu or 725-HELP. Although the syllabus provides an overview of the class, D2L will contain the most up-to-date information and instructions for each week. Please be sure to check there frequently.
Readings & Write-ups (40%)

To maximize learning students must complete the readings/movie viewings before class time and be ready to discuss them. To insure this, you will answer questions about the readings/movies and write reflections before class in the discussion section of D2L. Bring a paper copy of your answers to class and also use them to help with your neighborhood project. You will also be asked to read other students’ posting and comment on them.

- See page 8 for an example of a well-written answer.
- See page 8 for guidance on how to provide feedback to others’ postings.
- FYI: There are no exams in this course.
- Since it is vital that you complete the readings (and reflect on them) before class, no late write-ups or will be accepted.
- However, your two lowest scores will be dropped; it is recommended that you save these two “drops” for emergencies.
- Since some of the readings are book chapters that can only be checked out for one hour from the library’s circulation desk, it would be wise to photocopy them all at one time or coordinate with other students to share PDF files after scanning.
- You will be asked to provide feedback on another student’s posting in the discussion section of D2L. Please select a different student each time.

Class Attendance and Participation (10%)

- In order to maximize your learning experience, attendance is mandatory. Please only take this course if you are willing and able to attend all classes.
- Attendance is a necessary but not sufficient condition for participation. Please come to class ready to listen, reflect, and participate. There will be plenty of opportunities to speak in small groups and in the large group.
- In order for all of us to focus on course-related topics, no technology is permitted unless we are explicitly gathering research information.

Neighborhood Research Project and Evaluations (50%)

- Each student will research one of six possible Portland neighborhoods and research them throughout the course.
- Each student will complete their own final project but they will collect data collaboratively and discuss their neighborhood with other small-group members. (See details on pages 6-7.)
- Students will list their neighborhood preferences and the instructor will try to accommodate them.
- In addition to your final project, you will evaluate your own performance and those in your small group, and you will evaluate the quality of your final paper.
- Graduate students will also do oral presentations during week 10.

You will access course readings in a number of ways: (1) downloaded from the PSU library’s e-reserve, (2) accessed from the library’s circulation desk (to photocopy), (3) posted on D2L, or (4) accessed via a web link.
Please photocopy the readings well in advance to guarantee that you can read them on time. See the textbox near the end of this syllabus for instructions on how to access e-reserve articles.

Before Class 1: Read (1) “Location Cubed: The Importance of Neighborhoods,” by Massey et al., 2013 [attached to email and posted on D2L] and (2) the syllabus to familiarize yourself with the course.

Note: The above article and syllabus will help you understand the focus of this course and the amount of work required, which in turn will help you decide whether this is the appropriate course for you. Because this is a 400/500-level course it is geared towards motivated, advanced undergraduate students and graduate students. While you are deciding if this course is appropriate for you please keep in mind that, besides the two hours of weekly course time, you will probably need 6-8 hours per week to maximize your learning.

PART I: SEGREGATION

Class 1, October 1: Introduction, discussing neighborhood project, political economy approach.

Work between Class 1 and 2:
- Continuing Ideas from Class 1, Understanding the Historical Context and Causes of Racial Segregation. (1) Movie: “Goin’ to Chicago” Post answers by Friday at 3 p.m. in the Discussion section on D2L. (2) Article: “Bleeding Albina,” by Karen Gibson [e-reserve] Post answers by Tuesday at noon.
- Preparing for Class 2: (a) “The Waning of American Apartheid?” by Farley 2013 [e-reserve] Post answers by Tuesday at noon; (b) Ch. 1, “Life on the Mississippi” in Savage Inequalities, by Kozol [on reserve at PSU Library (to photocopy)]. Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.
  
  (3) [for graduate students only] “The end of the segregated century: Racial separation in America's neighborhoods, 1890-2010” by Edward Glaeser and Jacob Vigdor. [http://www.manhattan-institute.org/html/cr_66.htm] and (4) [for graduate students only] “Racial segregation continues, and even intensifies: Manhattan Institute report heralding the “end” of segregation uses a measure that masks important demographic and economic trends” by Richard Rothstein. [http://www.epi.org/publication/racial-segregation-continues-intensifies/]. Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.

- Neighborhood Project: Rank your preference for the neighborhood study and send the MS Word attachment to Dylan by this Thursday, Oct. 3, at 2 p.m. (dtw@pdx.edu).

Class 2, October 8: Current Trends and Repercussions of Segregation

Work between Class 2 and 3:
- Preparing for Class 3: Ch. 6 (Miami’s Little Havana) and Ch. 7 (San Francisco’s Castro and Mission Districts) from Urban Enclaves, by Abrahamsen [on reserve at PSU Library (to photocopy)]. Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.
• Neighborhood Project: Quantitative Data #1: SEE SEPARATE HANDOUT.

Class 3, October 15: Urban Enclaves

Work between Class 3 and 4:
• Preparing for Class 4: (1) [read first because more general] Blakely, Edward J. and Mary Gail Snyder. 1997. “Forting Up” and “The Search for Community.” Pp. 1-45 in Fortress America. Brookings Institution Press, Washington D.C.; and (2) [read second because more specific] Ch. 1 and Ch. 3 from Behind the Gates, by Setha Low [on reserve at PSU Library (to photocopy)] Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.

• Neighborhood Project: (1) Look at past neighborhood projects posted on D2L for guidance on how to describe statistical tables using words and integrate readings into the text. Then use words to describe your statistical tables and begin integrating readings into your neighborhood paper. (2) View a photo essay of the Alberta Neighborhood and look at student examples on D2L to see how to describe photos using words and how to integrate photos into a larger written report. (3) Then walk through your neighborhood (and take pictures and notes) to find of any evidence of an urban enclave. FYI: Some neighborhoods may have lots of evidence and some may have little.

Class 4, October 22: Gated Communities

Work between Class 4 and 5:
• Preparing for Class 5: (1) Ch. 1 and 7 of The Geography of Opportunity [on reserve at PSU Library (to photocopy)], and (2) Liberal and Conservative Criticisms of Dispersing Poverty: (2a) Rockwell’s “The Ghost of Gautreaux” articles [e-reserve] and (2b) Reed’s “Liberal Bad Faith in the Wake of Hurricane Katrina” ZNet, May 4, 2006 www.zcommunications.org/contents/35498 Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.

• Neighborhood Project: Walk through your neighborhood (taking photos and notes) to find evidence of boundaries or attempts to regulate people’s behaviors.

Class 5, October 29: Policies regarding segregation

Work between Class 5 and 6:
• Preparing for Class 6: Anderson 2004 article “The Cosmopolitan Canopy” [e-reserve]

• Neighborhood Project: Use the internet and your knowledge of the neighborhood to identify public spaces/third places. List all of them.
PART II: INTEGRATION

Class 6, November 5: Introduction to Neighborhood Integration

Work between Class 6 and 7:
- Neighborhood Project: Do observations of public spaces/third places in your neighborhood.

Class 7, November 12: Gentrification

Work between Class 7 and 8:
- Preparing for Class 8: (1) Anderson, 1990, Ch. 1 “The Village Setting” and Ch. 8 “Street Etiquette and Street Wisdom” from Streetwise [on reserve at PSU Library (to photocopy)] (2) “DOGGIE TALES: People tales, profiles of people and pooches” from The Sentinel News on 09/30/2008 [will be posted on D2L]; (3) Bikes and N. Williams Ave. newspaper article [will be posted on D2L]; (4) [graduate students only] “Of Dogs and Men: The Making of Spatial Boundaries; in a Gentrifying Neighborhood,” by Sylvie Tissot (City & Community, 2011) (on e-reserve). Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.
- Neighborhood Project: Quantitative Data #2: SEE SEPARATE HANDOUT.

Class 8, November 19: Urban Gentrification and the Importance of Race

Work between Class 8 and 9:
- Preparing for Class 9: (1) Duany article [“Three Cheers for Gentrification”] [e-reserve], (2) Jonas article [“The Downside of Diversity”] [e-reserve] and (3) look at the Policy Link (policylink.org) web site -- the part called “Affordable Housing Tool Group.” Post your answers by Sunday at 3 p.m. in the Discussion section on D2L. Post your evaluation of another student’s answer by Monday at 3 p.m.
- Neighborhood Project: Make certain that you have all of the necessary quantitative and qualitative data (e.g., race, social class, public/third place observations, photos with captions, neighborhood amenities, incorporation of course material, clearly formatted statistical tables/charts). [This is an especially important week to be communicating with your neighborhood research group and your neighborhood dimension group!]

Class 9, November 26: Policies regarding gentrification and integration.

Work between Class 9 and 10:
- Neighborhood Project: Write a strong first draft of your final research project and bring it to Class 10.
**Class 10, December 3:** Oral presentations by Grad Students/Work on Final Draft
Graduate and undergraduate students will bring the first draft of their final neighborhood project in order to make changes/additions while watching the presentations.

**Work between Class 10 and Finals Week:** Perfect your final paper!

These four assignments are due by Tuesday, December 10 at 10 a.m. Please turn in a **paper copy** to Professor Sullivan’s mail folder in 217 Cramer Hall:

1. The final draft of your neighborhood project.
2. Assessment of your neighborhood dimension group members. (Attach firmly to the back of your project).
3. Assessment of your neighborhood group members. (Attach firmly to the back of your project).
4. Assessment of your final research project. (Attach firmly to the back of your project).

**NEIGHBORHOOD PROJECT**

You will research one Portland neighborhood, documenting how it has changed over time and comparing it to the entire city. You will collaborate with other students in collecting data and discussing the neighborhood. However, each student will complete their own final project. Your project will be roughly 15-20 pages long. More details will be provided throughout the course.

**WANT TO BE CREATIVE?**

*There are a lot of new technologies that allow researchers to present their research in creative ways. If you want to present your neighborhood data in a way that is different from the traditional research paper – e.g., web page, Facebook page, and blog – please speak to the instructor.*

Besides the necessary neighborhood information (which will be detailed throughout the term), here are some ideas for additional data to make your neighborhood project dynamic:

- **Supplemental Information:** newspaper articles and other secondary material to get a feel for the neighborhood, including issues that are or have been important.
- **Interviews:** You can ask residents and/or business owners questions such as: *How has their neighborhood changed?* *Which neighborhood changes have been good and which have been bad?* *How socially integrated are residents? Are there divisions in the neighborhood? (class? race/ethnicity? other?)* *What will their neighborhood look like in five years?* *What would you like the neighborhood to look like in five years?*
- **Warning:** You will incorporate ideas from the course readings, movies, and lectures into your paper, citing references when appropriate. In previous years, some students did not take this task seriously. They wrote their paper without any reflection on how their neighborhood was similar to or different from the ones in the readings. Some did not incorporate many of the course’s main concepts into their analysis. As a result, the quality of their analysis suffered.
WEEK 1: Choose Neighborhood and Neighborhood Dimension for Research Project

WEEK 2: Quantitative Data #1

WEEK 3: (1) Write first draft describing data collected Week 2. (2) Qualitative #1: Walk through your neighborhood (and take pictures and notes) of any evidence of an urban enclave.

WEEK 4: Qualitative #2: Walk through your neighborhood (taking photos and notes) to see evidence of boundaries or attempts to regulate people’s behaviors.

WEEK 5: Use the internet and your knowledge of the neighborhood to identify public spaces/third places. List all of them.

WEEK 6: Qualitative #3: Do observations (and take photos) of public spaces/third places.

WEEK 7: Quantitative Data #2.

WEEK 8: Make certain that you have all of the necessary quantitative and qualitative data.

WEEK 9: Write a strong first draft of your final research project and bring it to Class 10.

WEEK 10: Oral presentations by graduate students. Undergraduate and graduate students will bring the first draft of their final neighborhood project to make changes/additions.

EXAM WEEK, DUE: Final draft and three assessments by Tuesday, December 10, at 10 a.m.

STUDENTS WITH DISABILITIES
Students with special needs should first register with the Disability Resource Center, 116 Smith Memorial Student Union, 503-725-4150 or drc@pdx.edu so that appropriate accommodations may be made. DRC coordinates support services, accommodations, and equipment for students with disabilities. DRC works to ensure equal access to all University programs, services, and activities for students with disabilities. DRC certifies eligibility for services, determines reasonable accommodations, and develops plans for the implementation of accommodations.

ACCESSING E-RESERVE ARTICLES
1. Go to the library web site: http://library.pdx.edu/
2. Click on Find Course Reserves.
3. Search by course number (ex. 527, 410, 121...); you can also search by department or instructor's last name. Then click SEARCH.
4. Select a course you want, and view it.
5. Select a folder.
6. Enter the password (instructor’s last name [<sullivan>], all in lowercase).
7. Close the window.
8. Select the reading folder I or II.
9. Select the document you want.
Note: You must use Adobe Acrobat Reader to open or view it.
According to Rosenbaum, what is the “geography of opportunity”? Give specific examples from the article. Make certain that it is well-written.

Geography of opportunity is a term used by Rosenbaum to describe how some areas in a metropolitan area afford greater opportunities to its residents than other areas, regardless of race and class. That is, poor people and minorities living in certain areas have better opportunities to prosper than similarly poor people and minorities living in other areas. The most important opportunities that Rosenbaum discusses are education and employment. Poor people living in public housing in the inner city of Chicago, for example, receive an inferior education to similarly poor residents living in Chicago’s suburbs. They score lower on standardized academic tests and they are less likely to graduate from high school or attend college. In terms of the economy, they are more likely to be unemployed and, if they do work, they earn lower wages.

[This write-up is strong because it (a) has accurate and complete information, (b) starts by providing correct general answers, (c) then supports the general answers with some examples, and (d) is well written.]

**GRADING RUBRIC FOR STUDENT FEEDBACK ON ANOTHER STUDENT’S POSTING**

**Superficial feedback (0 points):** The peer either simply endorses or disagrees with the posting, or focuses on editing errors/skills as opposed to looking at the structure and content of the posting. Constructive questioning or feedback to the writer is non-existent.

**Substantial Feedback (1 point):** The peer may point to editing errors when they are repetitious or distracting, but the primary feedback focuses on ideas, concepts, and structure of the argument.

**Superior Feedback (2 points):** The peer asks thought-provoking “why/how” questions to get the writer to push their analysis or argument further. The peer gives suggestions about where to go for more information and offers helpful feedback in how to make the argument stronger.
Further Readings
[Updated 9/27/13; This will be updated throughout the term.]

History of Racial Segregation
- Chapter 2 of *American Apartheid* by Massey and Denton (1993);
- *The Warmth of Other Suns* by Isabel Wilkerson (2011);
- Movie: Local Color (history of racial segregation in Portland); available for free via OPB.

Controversy over Segregation Trends
- Liberal view: “Racial segregation continues, and even intensifies: Manhattan Institute report heralding the “end” of segregation uses a measure that masks important demographic and economic trends” by Richard Rothstein. [http://www.epi.org/publication/racial-segregation-continues-intensifies/]
- *City & Community*, 2013, 12(2), three articles by Denton, Massey, and Vigdor.

Repercussions of Segregation

Gentrification in Portland
- Movie: *NorthEast Passage* (available through the Library).