

USP410/510: Arts & Community Change

Toulan School of Urban Studies & Planning, Portland State University. Spring 2023.

- Instructor** **Dr. Kacy McKinney** (she/they pronouns) - Senior Instructor
Urban Studies & Planning, Affiliated Faculty in Comics Studies
- Contact** **kmckinney@pdx.edu** - Please write “USP410” or “USP510” in
email subject lines. Don’t use Canvas Inbox/Messaging. I don’t
check email on the weekends, or weekdays 6pm-9am.
- Office Hours** **Thursdays 10am-12pm** *and by arrangement at other times*
These can be in-person or via zoom (indicate preference). **To
schedule a meeting during office hours** [use this link](#). My
office is located on the 3rd Floor of Urban Center, through 350.
- Class Meetings** **In-Person Thursdays 2-4:40pm in FMH 230***
*On 3 (possibly 4) days: 4/13, 4/20, 5/11 (& perhaps 6/8) we’ll
spend time off campus. 4/13 we’ll walk to PAM during class time;
4/20 we will meet at KSMoCA at 3:15pm to give class time to
make the journey there; 5/11, we’ll meet at the start location
(TBA: inner SE) with time to arrive from campus.
- My aim is to make these off-campus meetings accessible and viable for you.
We’ll use class time to travel from and to campus to avoid conflicts with other
commitments. If you have questions or concerns about these, let me know
during week 1, or as soon as possible as questions or concerns arise.*
- Description** This new course exists at the intersection of urban studies,
planning, community development, critical social theory, and the
arts. ***We’ll go places together***, including site visits and tours
focused on public art and arts-based community organizations.
We’ll engage in hands on creation with professional artists (no
prior experience, skill, or training required). ***We’ll discuss a wide
range of perspectives*** on public art, planning, and community
change. ***We’ll engage in dialogue*** with city & county agencies
about community engagement in arts planning & investment.
- Through these means, **we’ll critically explore public art** as it is
connected to social infrastructure, well-being and healing, visibility
and representation, commercialism, city planning, investment,
public engagement, revitalization, memorialization, displacement.

Objectives

By the end of this class, my aim is that you are prepared to:

- Describe a range of approaches to **community engagement** in **planning** and **investment** in public art in the city;
- Explain the connections between public art and forces of **neighborhood change** including displacement, gentrification, visibility, representation, cooptation, memorialization, access/exclusion.
- Utilize **concepts** from the social sciences related to the critical analysis of our examples: Murals, Museums, Performance Art
- Draw on examples of artist **mutual aid**, **resource** creation and distribution, and **resiliency** in crisis.
- Explain the dynamics of **formal** and **informal arts districts planning** and formation.

Expectations

The requirements for graduate and undergraduate students in this course are distinct. For 410: there are 100 points possible and are broken down as below. For 510: there are 120 points possible, which break down as below, with the inclusion of a final assignment for 20 points. My expectations for writing, discussion, and research are slightly different for 410 and 510 students as well, and I will strive to make these expectations clear and offer support where needed.¹ *Extra Credit opportunities: critical reflections on events throughout the term; credit for keeping consistent reading & class notes.*

Written Work

All assignments, unless otherwise noted, get handed in on Canvas. Use either PDF or Word format (Word is available for free to PSU students). Be sure that you have handed in the correct file and be sure that you include your name in the file name and on the document itself. Include the date and the name of the assignment on the document itself. I expect you to use and define key concepts in your short papers. Please use in-text citations for references to people or course materials in all of your assignments, in this format: (McKinney 2023) or “as McKinney (2023) suggests...” I expect you to integrate and refer to readings, films, guest speakers, observations from site visits in your short papers. You do not need to include a bibliography unless you are using resources from *outside* of the course. Please note that I use Turnitin Software and other means to watch for plagiarism.

¹ **Final Grades** 94/A; 90/A-; 87/B+; 84/B; 80/B-; 77/C+; 74/C; 70/C-; 67/D+; 64/D; 60/D-

Assessment

1. Class Meetings: Engage, Attend, Prepare -- 18pts possible

Arrive on time. Prepare to participate actively by engaging with the required materials before class and taking reading notes to support your participation. Bring at least one solid discussion question to every class based on required materials. Expect class time to include creative endeavors and please be open to this. **Additionally:** One time during the term – bring a community-based public art example/project/approach of interest to share and briefly discuss (at least one visual, and connect this to course themes and ideas). We'll have a sign-up sheet during Week 1. **Finally:** for Week 8 class, I'll ask that you each individually or in groups, design your own class that day (with readings, site visits, volunteer engagement). You'll do 5-minute presentations during Week 9.

2. Discussion Papers -- 24pts possible (8 each)

Write 3: One page discussion papers (roughly 500 words) preparing you to engage with guest speakers, responding to and building on required materials and preparing questions for speakers. Include two well-informed questions for the speakers. Due **4/26, 5/3, & 5/17 at 11:59pm.**

3. Reflection Papers -- 48pts possible (8 each)

Write 6: One page reflection papers (roughly 500 words) connecting observations & discussions from site visits & guest speakers with readings & materials. Due 4/19, **4/26, 5/3, 5/10, 5/17, 5/24 at 11:59pm.**

4. Public Art Performance: Attend & Report Back -- 10pts possible

Once during the term, before Week 9, you will each individually attend a performance (dance, music, performance art, etc.) and connect your observations with course ideas, concepts, materials. We will report back during Week 10 class. *I'll provide resources for discounted tickets and we will share resources on free events you could chose for this assignment. You can do this a second time for extra credit.*

5. USP510 Students: Final Paper -- 20pts possible

This final paper will be relevant to your interests and educational/professional path. This could be a thesis chapter, it could be a white paper or policy memo, or it could lay the foundation for a grant proposal or community-based project. I'll meet with you individually to develop your plan and discuss expectations for this. **Due June 11th**

Schedule - Required Materials in Canvas Modules. Location: FMH 230 except as indicated

Week 1: April 6th Building Community & a Community Agreement

What is public art? Public space, art, publics/audience, power. Who gets to experience art and who gets to make art? Whose art gets to exist in public and where?

- "Why Public Art is Good for Cities" By Marianne Dhenin for YES! Magazine Dec 6, 2021.
- "How Public Art Shapes Cities" By Ankitha Gattupalli in ArchDaily Oct 23, 2022.
- Public Arts (Arts and Planning Toolkit)
- "What is Public Art?" (Association for Public Art)

Week 2: April 13th Public Art & the City: PAM

Museums, audience, access, politics of representation, visibility, social infrastructure

Location: FMH 230 & Portland Art Museum - We'll meet in our classroom, and later make the 9-minute walk together.

- Hall, Tim. 2007. "Artful Cities" *Geography Compass* 1(6): 1376-1392. **Read:** Fortune, Darla. 2021. "Envisioning Museums as Welcoming Spaces for Belonging" In: Glover and Sharpe (Eds) *Leisure Communities: Rethinking Mutuality, Collective Identity, and Belonging*. Routledge.
- Portland Art Museum website
- Latham, A, Layton, J. "Social infrastructure and the public life of cities: Studying urban sociality and public spaces". *Geography Compass*. 2019; 13: 7.

Week 3: April 20th Public Art & Social Practice: KSMoCA

Museums, social practice, education, community engagement, curation, trust, accountability, reciprocity

Location: King School Museum of Contemporary Art - We'll meet at 3:15pm sharp at KSMoCA: 4906 NE 6th Ave -- *Optional Meet up 2:15pm: Masala Lab PDX: 5237 NE MLK. They close at 3pm, and we'll do the 7-minute walk together

- Read: "KSMoCA: The First Four Years of the King School Museum of Contemporary Art" Available at: <https://a.co/d/h5BRTSp>
- Explore: KSMoCA Website: ksmoca.com
- Read: An Incomplete and Subjective List of Terms & Topics Related to Art & Social Practice Volume 1

Week 4: April 27th Arts Planning & Investment: Our Creative Future

Public engagement, regional and city planning, formal and informal arts districts -

Guests: Helen Daltoso and Mario Mesquita, Regional Arts & Culture Council, and Jeff Hawthorne, Portland City Arts Program Manager

- Read: Chapple, K, S. Jackson, and A.J. Martin. 2010. "Concentrating Creativity: the planning of formal and informal arts districts" *City, Culture, and Society* 1: 225-234.
- Regional Arts & Culture Council website
- City Arts Program
- Our Creative Future
- ArtsPlan 2000 (1992) and Act for Art (2009).

Week 5: May 4th Arts Programming as Social Change: PICA

Performance art, public engagement, drag, arts programming, representation, healing, visibility - **Guests:** Artist & Performer Pepper Pepper; & Roya Amirsoleymani, Artistic Director/Curator of Public Engagement, PICA

- Explore: Portland Institute for Contemporary Art (PICA) Website
- Read: Guest Roya Amirsoleymani's Bio.
- Explore: The Pepper Pepper Website
- Quick Reads on Critical Mascara: Portland Mercury, Portland Monthly

Week 6: May 11th Murals with Portland Street Arts Alliance

Murals, displacement, politics of representation, history of murals, PSAA, investment

Location: TBA (Inner SE) - *We'll meet for a walking tour with PSAA Executive Director Tiffany Conklin*

- Read: Flores, Lori. A. 2016. "Seeing through Murals: The Future of Latino San Francisco" *Boom: The Journal of California*. Vol 6, Issue 4. Pages 16-27.
- Read: Selected pages from *Street Art San Francisco: Mission Muralism*. Edited by Annice Jacoby.
- Read: Polson, Erika. 2022. "From the Tag to the #Hashtag: Street Art, Instagram, and Gentrification. *Space and Culture*. Pages 1-15.
- Explore: <http://www.pdxstreetart.org/articles-all/2021/centraleastsidemural>

Week 7: May 18th Murals with Muralist Daren Todd

Mural making, power, partnerships, cooptation, displacement, engagement, memorialization, trust, accountability, reciprocity - **Guest:** Artist Daren Todd - *Mural workshop – we will paint (you may want to wear clothes you don't mind getting paint on)!*

- Explore Daren's website: Art Larger Than Me
- Watch: Alice Street (running time: 1 hour 9 mins). If you've already seen this film, please consider watching it again with this course - our guests, site visits, readings - in mind. Access it through Kanopy/PSU Library
- Eynat Mendelson-Shwartz & Nir Mualam (2021) Taming murals in the city: a foray into mural policies, practices, and regulation. *International Journal of Cultural Policy*, 27:1, 65-86.
- Morrison, Chandra (2022) "Erasing a mural does not erase reality": Queer visibility, urban policing, and the double life of a mural in Ecuador. *Society and Space D*: 40(3): 432-450.

Week 8: May 25th Organize your own public art adventure

Location: Various – TBD (by you)! (*Proposals due WK6, report back WK9*)

- What is the **theme/topic** you are exploring for this adventure in relation to Art & Community Change?
- **Where** will you go/**what do you hope to experience** (*examples: museum, gallery, workshop, volunteer engagement, public meeting related to public art, MAX Orange Line public art, walking tour using Portland Street Art Alliance resources-in a different area of the city, maybe you want to try to see all of the public art at PSU in one day? Maybe you want to try to experience all of the murals in downtown?*)
- What will you **read/watch/listen to** in advance in order to prepare for the experience? (include citations)
- How will you **document the experience** to share back with us during week 9 class (5 minutes per student), for example taking photographs, short video, detailed notes?
- **Going it alone or planning with someone else?** If with others, name them.

Week 9: June 1st Week 8 Report Backs, Workshop

Week 10: June 8th Conclusions, Report Back, Workshop:

Location: *Tour of IPRC, quick workshops with resources - either the art of the poster or the art of the zine. No required readings.*

Policies

Late Work Policy: 10% reduced per day late.

Missed Class Policy:

Missed classes cannot be “made up”. Please contact peers to share class notes, keep up with readings and other required materials, and use extra credit activities as a way to earn points. I encourage you to make an appointment with me during office hours to clarify expectations or chat about the materials, but please don’t ask “What did I miss”?

For students with **attendance-related accommodations** and those who miss class due to **illness or an emergency**, please be in touch with me directly and also reach out to peers for notes.

If you miss a class about which a Reflection Paper is due, please get in touch with me – I will encourage you to work with the required materials and do independent research on the topic to reflect on.

Learning

Environment

Building an inclusive learning environment requires us to work together to listen, and make room for all to have a say - asking questions and interacting in an encouraging way while also taking care to create space for others; to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world. I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways.

These continue to be extremely difficult times and we are all experiencing the impacts (though in differing ways and to differing degrees) of: COVID-19, on-going struggles against white supremacy and anti-black racism (in addition to other forms of oppression and inequality), and extreme weather events - please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us.

Find a balance between participating actively and also making space for and encouraging the participation of others. Thank you, in advance, for your patience with me and with one another as we continue to navigate these times together. I will work to support you in engaging with me and with one another in respectful and encouraging ways; begin from the knowledge that behind each comment, or screen is a person who deserves to be treated with respect and care.

On Privacy

It is unacceptable to copy or share course materials, text, information or images from/of your classmates or from your instructor into any other online forum or space outside of this course. Please see the [PSU Student Code of Conduct and Responsibility](#) for more information.

Unprecedented Times

In terms of the ongoing Covid-19 pandemic, the university is working to continually update plans and resources (<https://www.pdx.edu/coronavirus-response>), and everyone is

doing what they can to support student success under these extraordinary circumstances. You will not automatically lose credit for missing class when you are home sick/self-isolating. Please stay home when you have any type of potentially communicable disease and/or your emotional well-being is better served by time away. While your full and regular participation are central to your success in this course - if health or caregiving complications are influencing your learning, please let me know so that we can make adjustments accordingly.

Please stay in contact with me via email and also be proactive about visiting the course Canvas site to see what you have missed and to stay on track with course materials. I encourage you to schedule an appointment for office hours to clarify any questions about materials or assignments, but please look closely at the syllabus and other required materials before we meet. Please do not ask me: “what did I miss?” Rather, come to our meetings with specific questions for clarification or to discuss specific course materials (or to discuss community development, comics studies, spring term courses, etcetera).

PSU Policies, Information, Resources

Access & Inclusion for Students with Disabilities

PSU values diversity and inclusion. Our goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. We are committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify us. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

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. If you already have accommodations, we have likely already received notification from the DRC and we will be in touch (or you can touch base with us) to discuss any details, questions, or concerns. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the

DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center/>

Title IX Mandatory Reporting

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me> . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Rebecca Lawrence by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830.
- Taylor Burke, Deputy Title IX Coordinator and Dean of Students: 503.725.4422 askdos@pdx.edu, Smith Memorial Student Union (SMSU), 825 SW Broadway, Suite 433

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.

Please complete the required student module [*Understanding Sexual Misconduct and Learning Resources*](#) in Canvas. **For more PSU resources please see:** https://www.pdx.edu/sexual-assault/sites/g/files/znlchr4031/files/2020-08/2-sheet_SexualRelationshipViolenceResourcesforstudents.pdf

Covid-19 Related

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Vaccination: Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health Check, Illness, Exposure, or Positive Test for COVID-19

- If you are feeling sick and have been exposed to COVID-19, do not come to campus. If you need medical attention, please consider calling [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e., your instructor) should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

PSU Cultural Resource Centers:

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide students with employment, volunteer, and leadership opportunities. Along with extensive programming, our spaces offer resources such as computer labs, lounge areas, and study spaces. All are welcome! Website: <https://www.pdx.edu/cultural-resource-centers/>

Academic Honesty

Students are expected to be ethical not only in the online and physical classrooms, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to:

- engages in any form of academic deceit; refers to materials, sources or uses devices not authorized by instructor for use on an assignment; provides inappropriate aid to another person in connection with any 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!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. We will discuss strategies for citing sources in your work and please see me and/or consult library resources with questions about how to avoid plagiarism. *I proactively monitor for academic dishonesty. Any plagiarism results in a zero on the assignment or activity and reporting to the Dean of Student Life Office.*

Additional Resources - In addition to the resources mentioned here is a list of many important resources available to students at PSU:

- **Advising & Career Services:** helps students choose a major or career, provides workshops and classes. <https://www.pdx.edu/advising/> and <https://www.pdx.edu/careers/>
- **Campus Directory:** contact information of faculty and staff. <https://www.pdx.edu/faculty-staff-directory>
- **Emergency Funds:** list of funds available through various colleges, schools, and resource centers to students experiencing hardships <https://www.pdx.edu/dean-student-life/emergency-funds>
- **International Student Services:** immigration advising, life advising, programming and support for international students. <https://www.pdx.edu/international-students/>
- **The Learning Center:** offers support with current coursework and helps develop effective learning strategies. <https://www.pdx.edu/learning-center/>
- **Queer Resource Center:** provides students along the sexuality and gender spectrum with the support they need to persist to graduation. <https://www.pdx.edu/queer-resource-center/>

- **Resource Center for Students with Children:** offers integrated services that support students' goals to be effective parents while succeeding in their academic pursuits. <https://www.pdx.edu/students-with-children/>
- **Student Activities & Leadership Programs:** enrich and integrate students' leadership and academic experiences to educate students to be ethical, socially just, and civically engaged leaders. <https://www.pdx.edu/student-leadership/>
- **Student Legal Services:** provides legal advice, legal representation, mentorship, community partnerships, education designed to empower. <https://www.pdx.edu/student-legal-services/>
- **University Success:** facilitates academic engagement, intellectual connection, and collaborative learning among Portland State University students through student living communities and campus community building. <https://www.pdx.edu/housing/usuccess>
- **Veterans Resource Center:** provides comprehensive support to student veterans and service members to meet their unique needs. <https://www.pdx.edu/veterans-resource-center/>
- **Women's Resource Center:** advocates for the best educational and campus experience for the entire community by advancing social justice, ensuring access to personal empowerment, and working toward a safe, healthy campus. <https://www.pdx.edu/womens-resource-center/>
- **The Writing Center:** help writers at any stage of writing process and with all varieties of projects: class assignments, resumes, application essays, presentations, creative writing. <https://www.pdx.edu/writing-center/>

Basic Needs at Portland State - It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Here is a list of contacts for assistance:

- Basic Needs Hub: basicneedshub@pdx.edu - Emergency Housing: PSU Landing at FUMC: <https://fumcpdx.org/landing/> - Free Food Market: <https://www.pdx.edu/student-access-center/free-food-market> - C.A.R.E. Team: askdos@pdx.edu; (503) 725-4422;
 - <https://www.pdx.edu/dean-student-life/care-program>
- Student Health and Counseling: askshac@pdx.edu; (503) 725-2800; <https://www.pdx.edu/health-counseling/>