

Spring term 2023  
**USP 301U – Introduction to Community Development online**  
Portland State University – School of Urban Studies and Planning

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP  
Contact: moriah@pdx.edu (*preferred*), voicemail: (503) 725-8743

**FINAL EXAM:** due Tuesday, June 13th at 5pm on Canvas (untimed test)

**Course questions?** Post to Q & A forum discussion boards in Canvas!

**Key links** – *if clicking on them doesn't work, cut and paste them into browser address bar, be sure to delete spaces*

<i>For all of Dr. McGrath's classes</i>	
Book an office hours appointment (rotating times)	<a href="http://www.meetwithmoriah.youcanbook.me">http://www.meetwithmoriah.youcanbook.me</a>
Join your office hours meeting	<a href="https://pdx.zoom.us/my/drmcgrath">https://pdx.zoom.us/my/drmcgrath</a> or call (971) 247-1195 and enter meeting ID 782 559 6646, *6 to switch between mute/unmuted → send a Google Chat, or e-mail or call, if I'm not there when you expect me
List of community activities for extra credit	<a href="https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3cuIOcIoD2CntrNaCh">https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3cuIOcIoD2CntrNaCh</a>
<i>For all PSU activities</i>	
Search course reserves at PSU Library	<a href="https://library.pdx.edu/research/course-reserves">https://library.pdx.edu/research/course-reserves</a>
Get help with Zoom, Google Workspace etc. (until midnight)	<a href="https://www.pdx.edu/technology/support">https://www.pdx.edu/technology/support</a>
Get help when you can't find a reading based on the citation, get research assistance (24/7)	<a href="https://library.pdx.edu/services/ask-a-librarian/">https://library.pdx.edu/services/ask-a-librarian/</a>

### **What we're studying**

From the PSU catalog:

“An investigation of concepts, models and perspectives of community development practice. Explores social, cultural, religious, political economic and environmental aspects that affect community development practice. Asset-based and sustainable human development models and action research are emphasized. The course utilizes teaching cases and experts from the field and requires substantial reading reflection and discussion.”

This is a required course for the Community Development major and minor; more information about those programs is available at <https://www.pdx.edu/urban-studies-planning/community-development>

The course is also part of the Community Studies upper-division cluster in the University Studies general education program. You can view updated information about the clusters at: <http://sinq-clusters.unst.pdx.edu>

## Learning outcomes

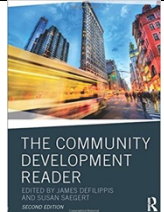
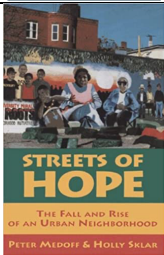
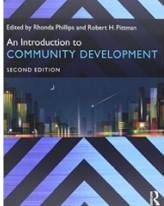
In addition to the broader learning outcomes of the Community Development (CD) program and the Community Studies cluster, students will be working toward achieving the following course-specific outcomes:

- 1) Be familiar with major CD programs in the U.S. and the “alphabet soup” of relevant abbreviations
- 2) Discuss rationales for community development and the consequences for racial and social justice
- 3) Collaborate with peers to analyze CD programs and organizations to identify community served, theory of change, and impact
- 4) Delineate the roles of different actors in the CD realm and describe the skills used by CD practitioners to do their work

## Course materials

Most of our readings are available to PSU students through the [PSU Library website](#), requiring you to log in with your PSU Odin ID. You may not be accustomed to searching the catalog for materials, but getting confident with this skill will help you in the long run. If you are having trouble locating a reading, please use the [Ask a Librarian](#) service for assistance. Other readings will be available on the “plain old internet,” though you will need a hard copy of the Medoff and Sklar book.

Our main texts are:

	<p>DeFilippis, J., &amp; Saegert, S. (Eds.). (2012). <i>The community development reader (2nd ed.)</i>. Routledge.</p> <p>Abbreviation in syllabus overview: “D &amp; S” Access through PSU library</p>
	<p>Medoff, P., &amp; Sklar, H. (1994). <i>Streets of hope: The fall and rise of an urban neighborhood</i>. Boston, MA: South End Press.</p> <p><b>Please purchase a hard copy of this book.</b> Abbreviation in syllabus overview: “M &amp; S”</p>
	<p>Phillips, R., &amp; Pittman, R. (Eds.). (2014). <i>An introduction to community development (2nd ed.)</i>. Routledge.</p> <p>Abbreviation in syllabus overview: “P &amp; P” Access through PSU library</p>

Additional helpful books we'll read sections of:

	<p>Andrews, N. O., Erickson, D. J., &amp; Faber Taylor, A. (Eds.). (2012). <i>Investing in what works for America's communities: Essays on people, place &amp; purpose</i>. Federal Reserve Bank of San Francisco. <a href="https://www.frbsf.org/community-development/publications/special/investing-in-what-works-american-communities-people-place-purpose/investing-in-what-works-for-americas-communities-table-of-contents/">https://www.frbsf.org/community-development/publications/special/investing-in-what-works-american-communities-people-place-purpose/investing-in-what-works-for-americas-communities-table-of-contents/</a></p> <p>Read online.</p>
	<p>Ledwith, M. (2016). <i>Community development in action: Putting Freire into practice</i>. Bristol University Press/Policy Press.</p> <p>Access through PSU library.</p>

### Navigating the course shell

Elements of the course shell have been imported from prior courses and I may not catch errors or hide/unhide everything appropriately. If there is conflicting information or something seems to be missing or out of place, please post to the Q & A forum immediately so I can address the situation.

To help everyone get acclimated in week 1, everything will be due at the end of the week. Thereafter, we'll move to a regular weekly schedule. The diagram below is designed to help you understand the typical module structure, including when items will be available on the Canvas course shell. The "activities" are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week.

To help everyone get acclimated in week 1, everything will be due at the end of the week on Friday at 5pm. Thereafter, we'll move to a regular weekly schedule. The diagram below is designed to help you understand the typical module structure, including when items will be available on the Canvas course shell. The "activities" are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week. You have a grace period to turn in weekly assignments until the boards lock on Friday at 5pm. For larger assignments that are due Friday at 5pm, you have until Monday at 5pm as a grace period.

	Monday	Tuesday	Wednesday	Thursday	Friday
two weeks prior					instructions posted for any assignment
one week prior					5pm prompt for next week's check-in available
<b>CURRENT WEEK/MODULE</b>	weekly announcement and activities posted	5pm: check-in, reading summary, first activity post due	keep working on discussion boards and assns.	keep working on discussion boards and assns.	5pm week's boards lock 5pm: larger assignments due (not every week!)
one week after	9am: submission closes for larger assignments (grace period ends)				grades posted (ideally)

The course is designed to be cumulative, so you may only work ahead about a week or so. However, you can read ahead and submit reading summaries early. **The overview pages (end of the syllabus) are your map to the course.** Please download the syllabus and keep it accessible (can you print it out?!).

Because we don't meet and talk in real time, online classes have a LOT of reading and writing; prepare yourself and set reasonable expectations for your time! Our readings vary widely in length and sophistication, so look ahead and plan your time accordingly.

#### *Recommended technology tools for student success*

Desktop version of Google Drive (access and edit stored MS Office files without internet access!)	<a href="https://support.google.com/a/users/answer/13022292">https://support.google.com/a/users/answer/13022292</a>
Desktop version of Google Chat	<a href="https://support.google.com/chat/answer/9455386">https://support.google.com/chat/answer/9455386</a>
Firefox browser with Container Tabs to manage multiple Google accounts	<a href="https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/">https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/</a>
Microsoft Office (free!) or open-source alternative	<a href="https://www.pdx.edu/oit/microsoft-office">https://www.pdx.edu/oit/microsoft-office</a> or <a href="https://www.libreoffice.org/">https://www.libreoffice.org/</a>
Zotero to keep track of your research sources and automate your citations and reference lists	<a href="https://www.zotero.org/">https://www.zotero.org/</a> → some more explanation at: <a href="https://libguides.unm.edu/Zotero">https://libguides.unm.edu/Zotero</a>
reading/writing tools that you might find helpful	<a href="https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing">https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing</a>

### ASSIGNMENTS AND EVALUATION

The following letter grades will be given for the following number of *TOTAL POINTS ACCUMULATED*, meaning that it is possible to get more than 100 points. The cutpoints for each letter grade are based on the College Board system, since PSU does not publish a similar grading table.

Points (bottom of range)	0	60	63	67	70	73	77	80	83	87	90	93
Letter grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
4.0 scale equivalent	0	.67	1.0	1.33	1.67	2.0	2.33	2.67	3.0	3.33	3.67	4.0

#### *Ways to earn points*

Your final grade is based on the total number of points that you earn. While I will compute your letter grade out of 100 points, there are way more than 100 points available. This gives you a huge advantage! The scoring system is designed assuming that you will miss things here and there, but you get extra points if you don't. Optional extra credit activities provide another way to boost your score.

	assigned points	extra options?	max total pts.
<i>Engagement with the class and community (“Participation”)</i> Getting started checklist: ½ point Office hours appointment: 1 point Weekly check-ins (nine x ½ point, one “freebie”): 4.5 points Weekly module activities (nine x 1.5 points): 13.5 points Professionalism (responsiveness to classmates, professionalism in e-mails and posts): 4.5 points  <i>Do all ten check-ins for an extra ½ point.</i> <i>Do ten modules’ activities for an extra 1.5 points.</i> <i>Optional activities (see extra credit spreadsheet), such as doing a workshop, or attending a community event, can also get you extra points. Maximum total optional points is 5.</i>	24	lots!	29
<i>Engagement with readings</i> Weekly reading summary (seven x 3 points) – required week two, then take off two weeks of your choosing, or do them every week for more points	21	do every week	27
<i>Case study research project</i> Mini-bibliography: 3 points Annotated bibliography: 5 points First paper draft: 5 points Peer review: 2 points Final paper: 10 points	25	n/a	25
Economic development analysis: 10 points	10	n/a	10
Final exam	20	n/a	20
<b>TOTAL POINTS:</b>	<b>100</b>		108

### Overview of assignments and activities—more details provided to be provided

The purpose of the smaller assignments is to give you credit for habits of good scholarship (i.e., interacting with classmates, taking note about your reading). Larger assignments are about practicing core scholarly skills in the topic area of community development.

#### *Engagement with readings*

Through weekly reading summaries you will identify the main ideas in readings, summarize complex content, and practice APA style reference list entries.

#### *Class participation*

There are many ways to engage with your peers. Asking and answering questions and advancing the dialog are the most obvious. Helpful and courteous communication in writing (e-mails and Canvas) is another. Weekly check-ins are quick “saying hello” activities, the equivalent of showing up for class. Activity boards are little more substantial, asking you to integrate readings and other ideas. You will also have the option of participating in events in the larger PSU community for extra credit.

*Research paper – a.k.a. community development corporation case study*

You will be assigned a community development organization to research and will write a comparative case study about its similarities and differences with the Dudley Street Neighborhood Initiative. Class activities will offer additional research support. You will work incrementally on the project to turn in interim “deliverables.”

*Final exam*

Untimed essay questions about the material covered throughout the term. The final will be submitted on Canvas; the questions will be available for at least 24 hours.

**Extensions-Grace periods and accommodations for life stuff**

Deadlines are meant to keep you moving through the course material without getting bogged down. Instead of giving people extensions when they encounter difficulties, I include a grace period on most assignments. If you are having trouble completing something within the grace period, please e-mail me to let me know what is going on. I may propose an alternative assignment to help you stay on track. Do not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind.

There is a grace period until Friday at 5pm for check-ins, activities, and reading summaries; after that point, the boards lock and extensions are not possible. For the case study-related assignments due on Friday at 5pm, you have until Monday at 5pm as a grace period. If you are getting behind on the case study, contact me immediately. The research project assignments are designed to build on each other, so we will need to restructure the assignments to catch you up!

**Expectations for assignments**

I subscribe to the Dr. Bates categorization of student work:

- A** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.
- B** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.
- C** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- D** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a top grade, but they don’t guarantee one. I evaluate what you turn in, not what you are capable of. Through your work, you earn points; I do not start from 100% and “dock” you for shortcomings.

*Check/plus/minus grading*

Smaller assignments (worth 1.5-3) points will be graded on a check-plus-minus basis.

	1.5 point assn.	3.5 point assn.	interpretation
✓--	0.7	1.7	You submitted something but there was hardly anything to it.
✓-	1.1	2.6	You submitted something that covered some of the bases.

✓	1.4	3.2	You followed the instructions.
✓+	1.5	3.5	You included all the pieces and showed a distinctive level of creativity, sophistication, and/or depth.

All submitted assignments should include student name, date, and course number clearly visible on the first page, ideally in the top right corner. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.

Do not rely on citation generators, including the button in the PSU Library catalog. To learn how to use citation generators effectively, see this helpful article:

[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_citation\\_machines\\_responsibly.html](https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html).

Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

### **SUSTAINING A LEARNING COMMUNITY**

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

#### **Learning in unprecedented times**

From the Covid-19 pandemic, uprisings for racial justice, floods, fires, and violence . . . we are all going through a lot. 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. I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If health, technology, caregiving etc. complications are influencing your learning, please let me know so that we can make adjustments accordingly. I aim not to penalize you for the impact of these challenges on your performance. Communication is key, please reach out if you are feeling frustrated, overwhelmed, etc.

#### **Meaningful conversations (adapted from Beth Duckles)**

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. You are always free to express your own opinions, however you must be ready to consider those opinions using a social science lens. You are always free to disagree with the conclusions of your professor, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

#### **Participation and professionalism**

Professionalism takes many forms. Being a good academic citizen requires that you:

- Complete as many assignments and activities as possible, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding; digest and process what other people have said before sharing your

thoughts

- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help. Try to solve problems with the resources provided by the instructor—including seeking help from classmates—but speak up if you get stuck.
- Build mastery (or at least continual improvement!) of netiquette and core technology skills
- Respect that people have a lot going on outside the classroom . . . so we all need to relax our expectations and be forgiving about the things listed above
- Challenge yourself to look beyond your experience to understand other people's experiences and worldviews

### Some specific goals

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity of the PSU community be viewed as a resource, strength, and benefit for our class. I aim to present materials and activities that are inclusive of diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I also strive to help students put their work in local context, which includes the history and present of expropriation of land from communities including Indigenous peoples and successive denizens. The PSU Conflict Resolution program has prepared an excellent short summary of the land around PSU to support this endeavor:

<https://www.pdx.edu/conflict-resolution/land-conflict-acknowledgement>.

Further, some specific aspects of my teaching bear particular mention.

#### *People first*

All the information one might want is available without enrolling in college, yet we all choose to be here: to be together, learning in community. I try to get to know my students so that I can help them best achieve their goals. I encourage you to get to know your classmates so that you may benefit from their insights and support. A person's ideas stem from who they are, so having meaningful dialog requires understanding ideas and the context from which they came. Before critiquing, seek to understand.

#### *Trauma-awareness*

Whether it's recent world events or things that have happened in our life stories, many of us have experienced trauma that affects our capacity to feel safe, build relationships, and learn. Women, people of color, people with disabilities, people who have experienced housing or financial instability, LGBTQ+ people are at elevated risk of experiencing trauma—so paying attention to it is another way of fostering equity. When it comes to teaching, this is a humble journey of trying to lead with empathy, providing structure for students, and empowering them to chart their own course.

#### *Countering oppression*

Core to the practice of community development is honoring people's dignity and creating spaces that encourage equitable participation and power-sharing. This requires active effort because it is a radically different paradigm from the larger society. I am particularly inspired by the Movement for Black Lives' calls to imagine a more just future. Some ways this manifests in my teaching are efforts to . . .

- Center the margins: seeking out materials authored by and/or depicting the stories of people who have historically been marginalized



- Interrupt oppressive speech: “calling in” people whose actions may be doing (unconscious or otherwise) harm to others
- Recognize the effect of trauma as well as its differential impacts (see above)
- Apply an equity lens to decision-making
- Use a critical race lens to identify and name racism and other structural oppression

I appreciate your support and feedback on this process. For your part, I expect you to be thoughtful about your own identity and attentive to power dynamics in the classroom, contributing to an environment where everyone can grow. If you would like to learn more about anti-racism in academia, the Academics for Black Survival and Wellness collaborative maintains this resource [list](#).

## Communication

Time-sensitive communication from the instructor will occur via Canvas announcements.

Students should be proactive about communicating with each other via e-mail; you are great resources for each other! Be conscious of the best medium to achieve your communication goal as well as being clear and courteous with your communication partners.

Students should aim to check their PSU e-mail at least once a day and respond to e-mails within one business day. Students should log into Canvas as needed during the workweek; for most people this will probably mean several logins to do activities or review new items that have cropped up. The instructor will uphold these same standards.

### *Q & A forum*

If you have a question about the course, please post to the Q & A forum in Canvas. You are also encouraged to answer other people’s questions! I recommend that you subscribe to get an instant notification from Canvas when something has been posted in the forum. If you get a notification that a grade changed or disappeared, wait a while and check back before following up. Sometimes the instructor is fiddling with the gradebook and Canvas sends you a notification that she doesn’t know about; usually the weird item will clear up after the fiddling is complete.

### *E-mailing the instructor*

E-mail should be used for issues that affect only one student or are personal or confidential in nature (e.g., you have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your line and make it clear who the sender of your message is.

### *Office hours*

Office hours appointments are a great way to get support and input on your work, as well as build a relationship with the instructor. Meetings occur via Zoom video conferencing, but you can call in with just a phone if you don’t have good bandwidth for video or just don’t want to “Zoom.” Book appointments online.

## Unauthorized distribution of course material

Students are prohibited from distributing text or images from the Canvas shell—e.g., cutting and pasting comments from a discussion board—without prior consent of the instructor or student

poster. Our classroom is a private space; to protect everyone's learning and psychological safety, refrain from sharing personal comments, screenshots etc. with anyone who is not in the course.

## UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

### Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at:

<https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person's stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student's work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people's work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center and your instructor are available to support you as you learn appropriate practices of scholarship and attribution. Instead of being freaked out that you are going to plagiarize by accident, ask for help! **I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

### Access and inclusion for students with disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am 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 me. 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, chronic illness, 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, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations. 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](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

### Title IX<sup>1</sup> and mandatory reporting

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination on the basis of sex/gender, including sexual 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 Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-894-7982 or by scheduling on-line ([psuwrc.youcanbook.me](https://psuwrc.youcanbook.me)). You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>. For more information about PSU's expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>.

### Cultural Resource Centers

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>

- Multicultural Student Center
- La Casa Latina Student Center
- Pan African Commons
- Pacific Islander, Asian, Asian American Student Center
- Middle Eastern, along with North African, South Asian Student Center Initiative and
- Native American Student & Community Center

### Other affinity centers

- Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>
- Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>
- Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>
- Resource Center for Students with Children: <https://www.pdx.edu/students-with-children/>

### Other resources

- Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things (open until midnight!): <https://www.pdx.edu/technology/support>
- Writing Center: <https://www.pdx.edu/writing-center/>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>
- Basic Needs Hub offers help with food, housing, etc.: <https://www.pdx.edu/dean-student-life/basic-needs-hub>

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<sup>1</sup> of the federal Education Amendments of 1972

### Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. The USP DEI committee offers a helpful rundown on their website at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

### TECHNOLOGY COMPETENCIES

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help with skills you are still mastering.

### If you have problems doing any of these, contact the [Office of Information Technology Helpdesk](#) for help:

1. Use the Canvas course management system
2. Set up and participate in videoconferences, e.g., Zoom, Google Meet
3. Troubleshoot tech problems
  - a. Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
  - b. Seek help from peers
  - c. Seek help from the OIT helpdesk
  - d. Devise an alternate means of completing assignments when tech failures occur
4. Use “cloud” services
  - a. Collaborate with others using Google Drive folders
5. Use the Google Workspace applications, such as Docs, Sheets, Forms, Sites, Slides and the comparable applications in the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at [www.libreoffice.org](http://www.libreoffice.org)]
  - a. Use spreadsheet software to . . .
    - i. enter numbers and text into a spreadsheet
    - ii. write simple formulas to process the numbers in your spreadsheet
    - iii. create and format tables from the numbers in your table
  - b. Use MS Word to . . .
    - i. set the line spacing of a paragraph
    - ii. set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents . . .)
    - iii. set the margins of document
    - iv. set the orientation of a page (landscape vs. portrait mode)
    - v. use section breaks to create a document that has different layout in different sections
    - vi. insert an image or table into a text document
    - vii. format headings using the Styles function
6. Create and transform digital and physical documents
  - a. Convert any image or document type to a PDF file
  - b. Combine multiple documents into one PDF
  - c. Make a digital version of a document (.pdf) using a scanner or scanning app (e.g., CamScanner)
  - d. Record audio, video, and still images using a computer, tablet, or cell phone and upload these files to a shared drive, cloud server, or website
  - e. Export and import Microsoft Office file types to Google Workspace

If you have problems doing any of these, [Ask a Librarian](#) for help:

1. Find a resource in the PSU library based on a citation – including watching streaming video
2. Select the appropriate database for a topic you are researching
  - a. Find the full-text of a library resource based on a citation your find in the database
3. Use a [course library guide](#) to access resources relevant to course assignments

## TENTATIVE COURSE CALENDAR

D & S = *The community development reader (2nd ed.)* \*\*

M & S = *Streets of hope: The fall and rise of an urban neighborhood*\*\*

P & P = *An introduction to community development (2nd ed.)* \*\*

\*\* means find reading in PSU Library and [Ask a Librarian](#) if you need help

<i>week of/topic</i>	<b>Special schedule for the first week - complete tasks by Friday 5pm</b>
<b>1 – April 3<sup>rd</sup> Intro to CD &amp; each other</b>	<p><i>Read:</i> Ledwith, M. (2016). “Principles of community development.” In <i>Community development in action: Putting Freire into practice</i> (pp. 5-20). Bristol U. Press/Policy Press.**</p> <ul style="list-style-type: none"> <li>➤ <b>Access through PSU library – <a href="#">Ask a Librarian</a> if you need help – DO NOT PAY for access</b></li> <li>• <i>Complete:</i> activities in the week 1 and “start here” modules</li> <li>• <i>Schedule:</i> book an office hours appointment to be completed by April 21<sup>st</sup></li> </ul>

<b>Regular weekly schedule starts in week 2!</b>	
<p><b>Before Monday 9am:</b> complete reading  <b>Due Tuesday @ 5pm:</b> reading summary, check-in, first activity post (grace period ends Friday 5pm)  <b>Due Friday @ 5pm:</b> finish conversation on discussion boards, case study assignments (grace period ends Monday 5pm)</p>	
<b>2 – Apr. 10<sup>th</sup> Development &amp; under- development</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman [P &amp; P] chapter 7 by Vincent on CD practice</li> <li>• Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. <i>Transforming Anthropology</i>, 15(1), 3-25.**</li> </ul> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b></p>
<b>3 – Apr. 17<sup>th</sup> Getting to know DSNI</b>	<p><i>Read:</i> Medoff &amp; Sklar [M&amp;S] intro-ch. 1</p> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b>  <b>DUE Friday 5pm: mini-bibliography, complete office hours appointment</b></p>
<b>4 – Apr. 24<sup>th</sup> Federal gov’t: a complex legacy</b>	<p><i>Read:</i> DeFilippis and Saegert [D&amp;S] chapter 2 (by O’Connor – federal policy in poor communities)</p> <p><i>Skim (don’t need to summarize):</i> von Hoffman, A. (2012). The past, present, and future of community development in the United States. In N. O. Andrews &amp; D. J. Erickson (Eds.), <i>Investing in what works for America’s communities: Essays on people, place and purpose</i> (pp. 10-54). Federal Reserve Bank of San Francisco. (find PDF of book online)</p> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b></p>
<b>5 – May 1<sup>st</sup> Economic development</b>	<p><i>Read:</i> [BOTH ON CANVAS – see “readings” module]</p> <ul style="list-style-type: none"> <li>• Robbins, E., &amp; McFarland, C. K. (2017). <i>What you should know 2.0: Elected leaders and economic development</i>. National League of Cities.</li> <li>• Loh, P., &amp; Jimenez, S. (2017). <i>Solidarity rising in Massachusetts: How solidarity economy movement is emerging in lower-income communities of color</i>. Solidarity Economy Initiative [read pp. 1-11, 34-39, and one case of your choice from the middle of the report]</li> </ul> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b>  <b>DUE Friday 5pm: annotated bibliography</b></p>

<p><b>6 – May 8<sup>th</sup></b> <b>CDC</b> <b>functioning</b></p>	<p><i>Read:</i> D&amp;S Ch. 6 (by Glickman and Servon about CDC capacity) AND Ch. 42 (by Stoecker, critiquing CDCs)</p> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b> <del><b>DUE Friday 5pm: economic development essay</b></del></p>
<p><b>7 – May 15<sup>th</sup></b> <b>Community-</b> <b>building</b></p>	<p><i>Read:</i> M&amp;S 2-4 <i>Skim (don't need to summarize):</i> Ch. 9 P &amp; P by West et al. about establishing CBOs</p> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b> <b>DUE Friday 5pm: economic development essay (new deadline)</b></p>
<p><b>8 – May 22<sup>nd</sup></b> <b>Land,</b> <b>redevelopment</b> <b>&amp; local gov't</b></p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• M&amp;S Ch. 5</li> <li>• Philipsen, K. (2017, April). The shady role of urban development corporations. <i>Community Architect</i>. <a href="https://archplanbaltimore.blogspot.com/2017/04/the-shady-role-of-urban-development.html">https://archplanbaltimore.blogspot.com/2017/04/the-shady-role-of-urban-development.html</a></li> </ul> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b> <b>DUE Friday 5pm: paper draft</b></p>
<p><b>9 – May 29<sup>th</sup></b> <b>Financing CD</b></p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• M&amp;S Ch. 6</li> <li>• CNote. (2019). An overview of the CDFI industry. <ul style="list-style-type: none"> <li>- More optional info at <a href="https://www.mycnote.com/blog/what-is-a-cdfi-community-development-financial-institutions-explained/">https://www.mycnote.com/blog/what-is-a-cdfi-community-development-financial-institutions-explained/</a> - N.B. CNote is a for-profit corp.</li> <li>- Also helpful but optional D&amp;S ch. 10 (by Benjamin et al. about CDFIs)</li> </ul> </li> </ul> <p><b>DUE Tuesday 5pm: reading summary, first activity post</b> <b>DUE Friday 5pm: peer review report</b> <b>N.B. University closed Monday for Memorial Day</b></p>
<p><b>10 – June 5<sup>th</sup></b> <b>Synthesis</b></p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• Hoang, T. (2021, January 12). Advancing antiracism in community development. <i>Shelterforce</i>. <a href="https://shelterforce.org/2021/01/12/from-resources-to-power-advancing-antiracism-in-community-development/">https://shelterforce.org/2021/01/12/from-resources-to-power-advancing-antiracism-in-community-development/</a></li> <li>• One chapter of your choosing from either the Phillips and Pittman reader OR the DeFilippis and Saegert reader</li> </ul> <p><b>DUE TUESDAY 5pm: reading summary, first activity post</b> <b>DUE Friday 5pm: extra credit activities (no grace period), final paper</b></p>
<p><b>EXAM WEEK</b></p>	<p>Exam posted by Monday 9am on Canvas, due <b>Tuesday, June 13<sup>th</sup> @ 5pm</b></p>