

Spring term 2023
USP 326U – Neighborhood Change and Gentrification online (4 credits)
(prior course title: Neighborhood Conservation and Change)
Portland State University – School of Urban Studies and Planning

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP
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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*

Course reserves at PSU Library	Search at: https://library.pdx.edu/research/course-reserves
Office hours booking site	https://meetwithmoriah.youcanbook.me/ [if you get a browser error just type “moriah you can book me” into your search engine]
Instructor's office hours virtual meeting room	https://pdx.zoom.us/my/drmcgrath Or phone in: <ul style="list-style-type: none">• call (971) 247-1195 and use meeting ID: 7825596646• or use iPhone one-tap mobile: +19712471195,,7825596646#• use *6 to toggle mute/unmute while on call
List of community activities for participation points*	https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3cuIOcIoD2CntrNaCh

* must log in to PSU Google account to use this service

What we're studying

From the PSU catalog:

“The dynamics of neighborhood development, including economic and institutional factors in neighborhood change; neighborhood definition and image, residential choice; residential segregation; neighborhoods in the political process; and neighborhood conservation strategies.”

This course is part of the Healthy People/Healthy Places cluster in the University Studies general education program. You can view updated information about the clusters at: <https://www.pdx.edu/university-studies/sinq-junior-clusters>. It is also an elective for students in the Community Development major and minor; more information about that at: <https://www.pdx.edu/urban-studies-planning/community-development>.

Learning outcomes

In addition to the broader general learning goals of the University, the upper-division cluster, and the Community Development program, students will be working toward achieving the following course-specific objectives:

- 1) Discuss the relevance of the neighborhood as an organizing concept for social life and community development work, including evaluating dynamics of race, gender, class, and other social identities
- 2) Use a variety of methods (observation, interviewing, archival research, data analysis) to develop an understanding of a community
- 3) Identify social, political, cultural and economic factors that influence neighborhood conditions
- 4) Understand major theories about gentrification and apply them to specific urban environments

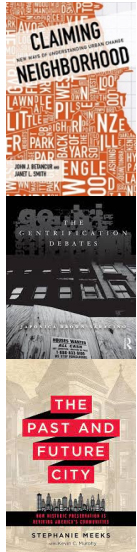
Course materials

Instead of linking to texts in the Canvas shell, I provide the citation and expect you to access materials via the PSU Library catalog (<https://library.pdx.edu/>). (Some readings are available on the plain-old internet.)

This may be different than your other courses and may frustrate you at first. However, my goal is to make you a more skilled and independent scholar: being able to find materials in the university library and seek support when you get stuck are critical skills to support your success.

Your tuition contributes to paying the library's subscription fees and paying the librarians who are available to assist you 24/7—please take advantage of them! The Ask-a-Librarian service is available 24/7, see We will also read a variety of other things available on the internet or via the PSU library. If you need help locating a reading, please use the 24-hour Ask a Librarian service: <https://library.pdx.edu/services/ask-a-librarian/>. Please also support your peers who may be struggling by responding to queries in the Q & A forum in the Canvas shell.

The course readings list is still evolving, but we will definitely read chapters from the following books:



Betancur, J. J., & Smith, J. L. (2016). *Claiming neighborhood: New ways of understanding urban change*. University of Illinois Press.

→ abbreviation in syllabus overview: “B & S”

→ source type for citing chapters in your APA reference list: “book,” since the whole book is by the same authors

Brown-Saracino, J. (2010). *The gentrification debates: A reader*. Taylor and Francis.

→ abbreviation in syllabus overview: “reader”

→ source type for citing chapters in your APA reference list: “book section,” since the book is an edited volume where different authors wrote each chapter

Meeks, S., & Murphy, K. C. (2016). *The past and future city: How historic preservation is reviving America's communities*. Island Press.

→ abbreviation in syllabus overview: “M & M”

→ source type for citing chapters in your APA reference list: “book” (same authors for whole thing)

All three are available as e-books through the PSU library; access them online at <https://library.pdx.edu/>. Since you are accessing digitized versions of print books, do not cite them as e-books. Since they are only accessible after logging in to your PSU library account, do not include a URL for them in your reference list.

You should be able to access all course readings for free. If you hit a paywall, [Ask a Librarian](#) for help, and post to the Q & A forum if the library cannot direct you to a free version of the item.

Accessing materials

Instead of linking to texts in the Canvas shell, I provide the citation and expect you to access materials via the PSU Library. (Some readings are available on the plain-old internet.) This may be different than your other courses and may frustrate you at first. However, my goal is to make you a more skilled and independent scholar: being able to find materials in the university library and seek support when you get stuck are critical skills to support your success. Your tuition contributes to paying the library's subscription fees and paying the librarians who are available to assist you 24/7—please take advantage of them! Please support your peers who may be struggling by responding to queries in the Q & A forum.

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
CURRENT WEEK/MODULE	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!)	https://support.google.com/a/users/answer/13022292
Desktop version of Google Chat	https://support.google.com/chat/answer/9455386
Firefox browser with Container Tabs to manage multiple Google accounts	https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/
Microsoft Office (free!) or open-source alternative	https://www.pdx.edu/oit/microsoft-office or https://www.libreoffice.org/
Zotero to keep track of your research sources and automate your citations and reference lists	https://www.zotero.org/ → some more explanation at: https://libguides.unm.edu/Zotero
reading/writing tools that you might find helpful	https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing

Due dates

Deadlines are meant to keep you moving through the course material without getting bogged down. After the discussion board lock or an assignment submission folder closes, extensions are not possible. If you are getting behind on one of the larger assignments, contact me immediately. For small things, just skip them and move on. Do not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind. If you start falling behind, schedule an office hours appointment immediately; avoiding the situation will only make it worse.

ASSIGNMENTS AND EVALUATION

The following final grades will be given for the following number of *TOTAL POINTS ACCUMULATED*:

Points	0	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

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 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 points Do all ten check-ins for an extra ½ point. Do ten modules' activities for an extra 1.5 points. Optional activities (see extra credit spreadsheet), such as doing a workshop, or attending a community event, can get you extra points. Maximum total optional points is 5.	22.5	lots!	27.5
<i>Engagement with readings</i> Weekly reading summary (seven x 3.5 points) – required week two, then take off two weeks of your choosing, or do them every week for more points.	24.5	do every week	31.5
<i>Neighborhood change explorations</i> Interview: 5 points Map summary: 5 points Data analysis essay: 10 points	20	n/a	20
<i>Activism critique</i> Paper: 11 points Peer review: 2 points	13	n/a	12
Final exam	20	n/a	20
TOTAL POINTS:		100	111

Extra participation points can be obtained by doing the following activities if you've never done them previously: coming to my [office hours](#), completing PSU's online and Remote Readiness course (<https://www.pdx.edu/learning-center/online-remote-learning-support-canvas>).

The "Extra credit" list also has options for community events. It may not be fully updated, so please post questions about extra credit logistics to the Q & A forum in the "housekeeping" board.

Check/plus/minus grading

Assignments worth 1.5-3.5 points (activity modules and reading summaries) will be graded on a check-plus-minus basis, using the points equivalents below. Most people get checks on most things.

	1.5 point assn.	2 point assn.	3.5 point assn.	interpretation
✓--	0.7	1.0	1.7	You submitted something but there was hardly anything to it.
✓-	1.1	1.5	2.6	You submitted something that covered some of the bases.
✓	1.4	1.8	3.2	You followed the instructions.

✓+	1.5	2.0	3.5	You included all the pieces and showed a distinctive level of creativity, sophistication, and/or depth.
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Overview of assignments—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.

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, but please do include your name in the body of documents that you submit (not necessary for discussion board posts.) Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

Do not rely on citation generators, including the button in the PSU Library catalog, to make your reference lists. 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.

Weekly check-ins

A quick “hello” kind of activity, the equivalent of showing up for class. Informal and no preparation required.

Reading summaries

Identify the main ideas in readings and practice APA style reference list entries. Lots of preparation required (reading!), and formal in that you need do the reference list entry and want to write professionally. BUT: if you are behind on reading, don't have time to edit, post anyway! You will get some points. You are able to turn in responses during weeks 2-10, but you can only submit on the week's readings; once Friday comes, the board is closed. Reading summaries are graded on the following check plus/minus system; most people get checks on most things.

For the week two, you will submit your reading summary as an assignment that only I see and I will give you feedback. Thereafter, you will post them to a discussion board so we can build the collective understanding of the reading. You will not be able to see other people's posts until after you post yours.

Activity boards on Canvas

The “meat” of the course, the equivalent and participating in class sessions. Could include movies, podcasts, web research, discussion boards, community observations. You will be asked to post something and read your colleagues' posts, replying when appropriate and relevant. (I.e., no “I agree. Good post!” postings just because you think you're supposed to post something. Substance is much more important than quantity.)

Neighborhood change explorations

Activities to explore change over time in a neighborhood; the first is an interview of a long-time resident, and the second an analysis of Census data using the Social Explorer web-mapping interface.

Activism critique

An essay analyzing a case study of activism related to gentrification (i.e., you will look at one city, neighborhood, or organization/mobilization).

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. Informal writing, but requires talking about course materials.

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.

Diligence and hard work are always appreciated and are generally considered a prerequisite to a top grade, but do not guarantee one. 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. There is no need to use APA-style headings or include a document cover page. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with APA.

When Canvas doesn't match the syllabus

The course shell has a lot of stuff imported from previous classes and terms, inevitably there is stuff that doesn't belong and dates that are wrong. Please post in the Q & A forum with a screenshot showing the issue when this happens so that I may correct it. When in doubt, trust the syllabus!!

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 to the uprisings for racial justice to wildfires, winter storms, and floods, 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.

Participation and professionalism

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

- Do your best to engage in all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding
- 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
- 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 discussion boards, e-mail, and Google Chat; 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 a couple of logins to do activities or review new items that have cropped up. The instructor will uphold these same standards.

Posting in Canvas discussion forums (and Canvas notification settings)

Students should post questions about the course and assignments in the Q & A forum on Canvas. This is the equivalent of having a conversation in class. You should respond to fellow students' questions if you have insight or an answer to offer.

To keep track of important information, make sure that your Canvas notification settings are appropriate to your needs. For example, you probably want to get notifications of announcements from the instructor and maybe of posts to the Q & A forum, but probably not of every post to every discussion 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 are sick, have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your subject 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 online classroom is a private space; to protect everyone's learning and psychological safety, refrain from sharing 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. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Title IX* 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

* of the federal Education Amendments of 1972

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). 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>

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:

- Use the Canvas course management system
- Set up and participate in videoconferences, e.g., Zoom, Google Meet
- 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
- Use “cloud” services
 - a. Collaborate with others using Google Drive folders
- 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]
 - 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
- 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 you find in the database
3. Use a [course library guide](#) to access resources relevant to course assignments

TENTATIVE COURSE CALENDAR – PRINT OUT THESE PAGES IF YOU CAN!

B & S = *Claiming neighborhood: New ways of understanding urban change***

reader = *The gentrification debates***

M & M = *The past and future city***

** means access through PSU library

<i>week of/topic</i>	Special schedule for the first week - complete tasks by Friday 5pm
<p>1 – April 3rd Intro to course & each other</p>	<ul style="list-style-type: none"> • “getting started” checklist • do week 1 items: <ul style="list-style-type: none"> - Read: M & M p. 1-11 (skim the rest of this introductory chapter), B & S vii-xiv (skim the rest of this introductory chapter) - items in week 1 module, including check-in post and discussion activity • get started on upcoming items: interview assignment and reading for next week (kind of dense, reading summary due Tuesday!) • recommended if you haven’t met instructor before: schedule an office hours appointment for week 2-4 (bonus participation point!)
<p>Regular weekly schedule starts in week 2</p> <p><i>Before Monday morning:</i> complete reading for the week <i>Tuesday @ 5pm:</i> reading summary, check-in, first activity post due (grace period ends Friday 5pm) <i>Friday @ 5pm:</i> finish discussion boards; assignments due (grace period ends Monday 5pm)</p>	
<p>2 – April 10th Ghettos, citadels, enclaves</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> • B & S Ch. 4 • Galonnier, J. (2015). The enclave, the citadel and the ghetto: The threefold segregation of upper-class Muslims in India. <i>International Journal of Urban and Regional Research</i>, 39(1), 92-111.** <p>DUE Tuesday 5pm: reading summary, first activity post</p>
<p>3 – April 17th Historic preservation</p>	<p><i>Read:</i> M & M Ch. 2</p> <p>DUE Tuesday 5pm: reading summary, first activity post DUE Friday 5pm: interview</p>
<p>4 – April 24th Competing visions of history and ‘hoods</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> • M & M Ch. 5 • Saito, L. T. (2009). From “blighted” to “historic”: Race, economic development, and historic preservation in San Diego, California. <i>Urban Affairs Review</i>, 45(2), 166-187.* * [you can skim from middle of p. 168 thorough middle of p. 173 if you’re feeling overwhelmed by the prose] <p>DUE Tuesday 5pm: reading summary, first activity post DUE Friday 5pm: map summary</p>
<p>5 – May 1st Defining gentrification</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> • Reader Intro (Brown-Saracino “What is gentrification?”) and Ch. 3 (Zukin “Space and place”) • Read this commentary on Neil Smith’s work on gentrification: https://www.planning.org/blog/9177620/neil-smith-gentrification-and-the-flow-of-money/ and then skim Ch. 2 of the reader (Smith’s “History of gentrification”), but you don’t need to summarize either of them <p>DUE Tuesday 5pm: reading summary, first activity post</p>

<p>6 – May 8th Economic restructuring</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Benjamin, T. (2022, December 12). The financialization of housing and its implications for community development. <i>Shelterforce</i>. https://shelterforce.org/2022/08/09/the-financialization-of-housing-and-its-implications-for-community-development <p>And then choose 2 of the following:</p> <ul style="list-style-type: none"> reader Ch. 10 “From Arts Production to Housing Market” by Zukin reader Ch. 13 “Tourism Gentrification: The Case of New Orleans” by Gotham reader Ch. 23: “The New Urban Renewal Part 2: Public Housing” by Hyra Soules, M. (2021). Zombies and ghosts. <i>Places Journal</i>. https://doi.org/10.22269/210521 [about architecture] <p>DUE Tuesday 5pm: reading summary, first activity post DUE Friday 5pm: data analysis essay</p>
<p>7 – May 15th Global gentrifications</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> reader Ch. 5 “Gentrification and new urban colonialism” by Atkinson and Bridge Sigler, T., & Wachsmuth, D. (2015). Transnational gentrification: Globalisation and neighbourhood change in Panama’s Casco Antiguo. <i>Urban Studies</i>, 53(4), 705-722.* [skim “Methodology” and “Globalisation and gentrification” if the prose is bogging you down] Latimore, J. (2018, April 9). Indigenous people are being displaced again – by gentrification. <i>The Guardian Cities</i>. http://www.theguardian.com/cities/2018/apr/09/indigenous-people-are-being-displaced-again-by-gentrification-aboriginal-redfern-west-end-fitzroy N.B. This article has racial terminology that you may not be familiar with. Learn more about the terminology and context at https://teaching.unsw.edu.au/indigenous-terminology Shortell, D., & Cegarra, A. (2022, December 28). As remote workers Flock to Mexico City, AirBnB and housing prices soar. <i>New York Times</i>. https://www.nytimes.com/2022/12/28/world/americas/mexico-city-airbnb-remote-workers.html <p>DUE Tuesday 5pm: reading summary, first activity post</p>
<p>8 – May 22nd Who are “the gentry?”</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> Pryor, R. B. (2021, January 5). Manifested stories: An alternative narrative to the urban-frontier myth. <i>Metropolitica</i>. https://metropolitica.org/Manifested-Stories.html <p>And then choose 2 of the following:</p> <ul style="list-style-type: none"> Reader Ch. 14 “Creation of a Loft Lifestyle” by Zukin Reader Ch. 17 “The Dilemma of Racial Difference” by Taylor Reader Ch. 20 “Social Preservationists” by Brown-Saracino De Witte, M. (2019, August 28). How immigration in Seattle is driving urban change. <i>Stanford News</i>. https://news.stanford.edu/2019/08/28/immigration-seattle-driving-urban-change/ or Hwang, J. (2015). Gentrification in changing cities: Immigration, new diversity, and racial inequality in neighborhood renewal. <i>The Annals of the American Academy of Political and Social Science</i>, 660(1), 319-340.* [this is best for ambitious readers, people interested in grad school, or those otherwise nerding out] <p>DUE Tuesday 5pm: reading summary, first activity post DUE Friday 5pm: activism critique</p>

<p>9 – May 29th Neighborhood stabilization</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> • M & M Ch. 6 on inclusive history and affordability • Herrine, L., Yager, J., & Mian, N. (2016). <i>Gentrification response: A survey of strategies to maintain neighborhood economic diversity</i>. http://furmancenter.org/research/publication/gentrification-responses-a-survey-of-strategies-to-maintain-neighborhood-economic-diversity <p>DUE Tuesday 5pm: reading summary, first activity post DUE Friday 5pm: peer review of critique</p> <p>N.B. University closed Monday for Memorial Day</p>
<p>10 – June 5th Full circle? Return and restoration</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> • Armstrong, T., Curren, R., Hartinger, K., Jefferson, J., Kobel, N., Lamb, T., Osman, H., Pastor, A., & Zehnder, J. (2021). <i>Anti-Displacement Action Plan foundation report</i>. https://www.portland.gov/bps/planning/adap/news/2021/4/21/anti-displacement-action-plan-foundation-report-released • Thurber, A., Bates, L., & Halverson, S. (2021). <i>Evaluating the N/NE preference policy</i>. Portland State University. https://pdxscholar.library.pdx.edu/socwork_fac/552 <p>DUE Friday 5pm: revised critique</p>
<p>EXAM WEEK</p>	<p>Exam posted by Monday 9am on Canvas, due Tuesday, June 13th @ 5pm</p>