

USP 310U Introduction to Community Development

Portland State University

School of Urban Studies and Planning Updated

Fall 2023 Online Course

Instructor: Maryam Amiri

Office Hours: Fridays 11 am-3 pm. Use [my Google Calendar](#) for booking online appointments.

Email: amiri@pdx.edu (please include "310U" in the subject line)



COURSE DESCRIPTION

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/communitydevelopment>

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://sinqclusters.unst.pdx.edu>

COURSE LEARNING OBJECTIVES

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:

- Acknowledge that community development is an essential component of urban and regional planning. The successful formulation and execution of plans require the application of sensitive and innovative community development techniques.
- Acknowledge the inherent challenges in community development processes, such as finding a balance between professional expertise and community input while addressing the needs of diverse stakeholders.
- Recognize the underlying causes of inequities in community development processes and decisions, which may include biases, power dynamics, and lack of awareness.
- Apply relevant theories to interpret the various facets of community structures and the dynamic roles that communities play in individuals' lives.
- Define the characteristics of successful community development initiatives.
- Demonstrate effective techniques for conducting research and engaging directly with diverse community members.
- Identify how physical factors like land use, housing, transportation, economic development, and health can impact a community's development and illustrate how urban planning can influence these factors.
- Differentiate between the roles of different types of capital in community development processes.
- Critically analyze the consequences of urban planning decisions and processes on communities, considering both who benefits and who bears the burdens.
- Design an inclusive and equitable community engagement activity.
- Utilize their understanding of both the physical and social components of community development to provide effective and equitable recommendations to community clients.

COURSE VIRTUES

- **Intellectual curiosity.** Be open to new ideas; ask questions; reflect on what you're learning; and think about things in new ways.
- **Analytic thinking.** Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experience; notice inconsistencies in arguments; entertain counter-arguments.
- **True participation.** Actively participate in discussions; complete readings; give careful thought to writing assignments; give yourself time necessary to do a task well; meet assignment deadlines; actively contribute to group projects.
- **Collaborative learning.** Be respectful towards other students' ideas, especially when you disagree; participate in discussions; ask for clarification; address your comments and questions to each other as much as to the instructor; learn from each other.

COURSE MATERIAL

All assigned readings, as well as optional readings, team project information, and important announcements, will be provided through Canvas. Make sure you know how the materials for this course are organized and that you can access everything. I generally send emails to students through Canvas, so it is essential that you check your school email regularly (or have it forwarded to another email address that you typically use.) You are responsible for being aware of any messages, assignment updates, or schedule changes I send you via email or post on Canvas.

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:

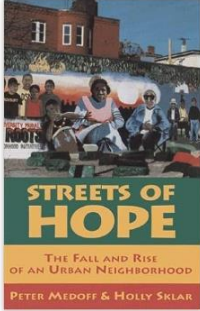


DeFilippis, J., & Saegert, S. (2012). The Community Development Reader. Routledge.

<http://ebookcentral.proquest.com/lib/psu/detail.action?docID=114385>

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Abbreviation in syllabus overview: “D & S” Access through PSU library



Medoff, P. (1994). Streets of hope: The fall and rise of an urban neighborhood / Peter Medoff and Holly Sklar. South End Press..

Please purchase a hard copy of this book.

Abbreviation in syllabus overview: “M & S”

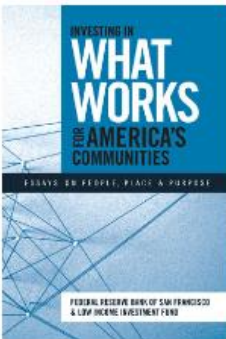


Phillips, R., & Pittman, R. (2014). An Introduction to Community Development. Taylor & Francis Group.

<http://ebookcentral.proquest.com/lib/psu/detail.action?docID=1829273>.

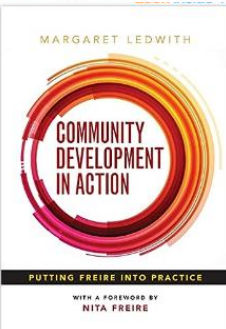
Abbreviation in syllabus overview: “P & P” Access through PSU library

Additional helpful books we'll read sections of



Andrews, N. O., Erickson, D. J., & Faber Taylor, A. (Eds.). (2012). Investing in what works for America's communities: Essays on people, place & purpose. Federal Reserve Bank of San Francisco.

<https://www.frbsf.org/communitydevelopment/publications/special/investing-in-what-works-americancommunities-people-place-purpose/investing-in-what-works-for-americascommunities-table-of-contents/>



Ledwith, M. (2016). Community Development in Action: Putting Freire into Practice (First Edition). Policy Press.

Access through PSU library.

NAVIGATING THE COURSE SHELL

Elements of the course shell have been imported from prior courses taught by Prof. McGrath, 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.

The course is designed to be cumulative, so you may only work ahead about a week or so. The overview pages (end of the syllabus) are your map of the course. Please download the syllabus and keep it accessible. 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.

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 cut points 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

Overview of assignments and activities—more details are to be provided.

Your final grade comes from various places:

20 points class participation:

- 10 weekly check-ins, 0.5 pts each
- 10 weekly online discussions: 1.5 pts each

20 annotated bibliographies (reading summaries):

- 5 reading summaries, 4 pts each.

25 Research paper: includes several sections, each with its own points.

10 Economic development analysis paper

25 Final exam

Sum: 100

Class participation

There are many ways to engage with your peers. Asking and answering questions and advancing the dialog are the most obvious. Weekly check-ins are quick “saying hello” activities, the equivalent of showing up for class. Online discussion activities are little more substantial, asking you to integrate readings and other ideas. They are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week. You will also have the option of participating in events in the larger PSU community for extra credit. I will post the relevant events later.

Reflection papers

Every other week, you will be tasked with writing a reflective annotated paper based on the two most recent module readings, primarily focusing on the peer-reviewed papers and book chapters. Through this assignment, you will identify the main ideas in readings, summarize complex content, and practice APA style reference list entries.

Research paper –Community Development Corporation case study

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

Economic development analysis paper

This assignment is designed to let you visit a local economic development project to 1) enjoy it, and 2) analyze it through your CD eyes. Your goal is to understand how the project came to be, how it is presently functioning, and what its long-term impact could be. If you are not in Portland and/or not able to go to a site in person, you will look at some online projects instead.

Final exam

Untimed essay questions about the material covered throughout the term and quiz questions based on the module material that together test your overall learning in this class. The final will be submitted on Canvas; the questions will be available for 24 hours.

Additional information regarding the assignments can be found on Canvas. All assignments are expected to be submitted by 11:59 PM on the Sunday of the respective week.

Extra credits opportunities

There are quite a few opportunities for gaining extra credits. I will post them on Canvas with details.

CLASS POLICIES

Late submission policy.

I will not accept late assignments.

Extensions without penalty may be granted at the instructor's discretion, under the following conditions: (a) a written (email) notification must be sent a minimum of two days prior to the submission deadline; and (b) only with a compelling, unforeseen circumstance such as a family or health emergency (documentation may be required). We will agree, via email, about an extension date but generally it will be within 2 or 3 days, since this class moves quickly and I want you to stay on schedule as much as possible.

Submitting work online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that:

- (1) all files are submitted in Canvas prior to the deadline and
- (2) all submitted files are those that the student intends to be graded for the assignment

Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

Academic dishonesty, cheating and plagiarism:

Students are expected to uphold ethical standards not only within the classroom but also in their conduct outside of the classroom. It is in the best interest of all students to refrain from engaging in acts of academic dishonesty and to discourage others from doing so.

Examples of academic dishonesty include, but are not limited to, the following:

- Engaging in any form of academic deceit.
- Referring to unauthorized materials or sources, or using unauthorized devices during quizzes or assignments.
- Providing inappropriate assistance to another person in relation to quizzes or assignments.
- Committing plagiarism, which involves claiming someone else's work as your own without giving proper credit. This includes using another person's theories, ideas, or phrases without proper attribution. To avoid plagiarism, it is essential to always cite the sources from which you gather information or develop arguments. By properly citing your sources, you not only avoid plagiarism but also strengthen the integrity of your own work.

Plagiarism is a serious offense and is considered a violation of the PSU Student Conduct Code. Violations of the [Student Code of Conduct](#), including plagiarism, will result in a zero grade for the assignment and may lead to more severe disciplinary actions at the university level.

Please be aware that instructors employ sophisticated methods to detect plagiarism and copied material. It is important to approach your academic work with integrity and to acknowledge the sources you rely on appropriately. By doing so, you not only adhere to ethical standards but also demonstrate respect for the intellectual contributions of others.

[Anti-sexual harassment policy](#)

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. 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. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#). or the [Office of the Dean of Student Life](#).

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. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your Canvas.

Access and inclusion for students with disabilities.

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodation for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodation, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

For information about emergency preparedness, please go to the [Fire and Life Safety webpage](#) for information.

Religious Accommodation Policy.

Please let me know if you need any religious accommodation, like to celebrate a holiday. Here is the [broader PSU policy](#).

P/NP option

P/NP grades have no impact on your grade point average (GPA), but P/NP courses on your transcript could possibly be viewed unfavorably by committees evaluating you for scholarships, graduate school, etc. Before choosing the P/NP option, review the university's policy and discuss with your academic advisor whether it is the right choice for you. You sign up for the P/NP grading option on Banweb; the instructor cannot see what you chose until they submit your final grade for the course. Make sure to check the deadline for changing your grading <https://www.pdx.edu/registration/academic-calendar>. Contact the registrar with any questions about the policy and registration.

Technology access

Proficiency in the use of Canvas, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online

learning resources. Here are some broadband programs that are free or low-cost:
<https://www.highspeedinternet.com/providers>

Student Resources

As PSU students, you have access to a number of excellent resources to assist you with writing and research. The PSU Writing Center offers in-person appointment and on-line tools to help you craft your papers (<https://www.pdx.edu/writing-center/>). The PSU library system also offers a number of resources to help you research more effectively and efficiently (<https://library.pdx.edu/services/students/>). I highly recommend you utilize both of these sources given that this course relies heavily on your writing and research for evaluation.

Emergency Funds: <https://www.pdx.edu/dean-student-life/emergency-funds>

CUPA Dean's Hardship fund Contact Ryan Moczulski the Deans Fiscal Coordinator/Accountant by

either email at rmocz2@pdx.edu or phone at 503-725-5234. This is an option in addition to university level emergency financial assistance and other financial services.

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 accommodation 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 accommodation, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodation, please contact me to make sure that I have received your faculty notification letter from the DRC 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/>

Class schedule

Week 1	Introduction
09/26/2023	
	<p>Readings</p> <ul style="list-style-type: none"> - Ledwith, M. (2016). “Principles of community development.” In Community development in action: Putting Freire into practice (pp. 5-20). - Phillips, Rhonda and Robert H. Pittman (2008). “A Framework for Community and Economic Development.” In Phillips, Rhonda and Robert H. Pittman, eds. An Introduction to Community Development. New York: Routledge, (pp. 3-19). <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #1 2. Online Discussion Response #1
Week 2	Development & Underdevelopment
10/03/2023	
	<p>Readings</p> <ul style="list-style-type: none"> - Vincent II J. (2008) Community development practice, in Introduction to Community Development. Taylor & Francis Group. - Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. <i>Transforming Anthropology</i>, 15(1), 3-25.** - Documentary movie: Exchange, M. I. (Director). (2020, May 13). <i>Arc Of Justice 1</i>. https://vimeo.com/418109327 - Tracey, C. (2016, July 14). White privilege and gentrification in Denver, “America’s favourite city.” <i>The Guardian</i>. https://www.theguardian.com/cities/2016/jul/14/white-privilege-gentrification-denver-america-favourite-city <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #2 2. Online Discussion Response #2

	3. Reflection Paper #1
Week 3 10/10/2023	Community Organizing and Empowerment
	<p>Readings</p> <ul style="list-style-type: none"> - Section 1, “Introduction” and Section 2 “Creating the Dudley Street Neighborhood initiative” pp: 1-36 in Medoff, P., & Sklar, H. (1994). <i>Streets of hope: The fall and rise of an urban neighborhood</i> / Peter Medoff and Holly Sklar. South End Press. - Robinson, Tony (2007). “Grassroots Critical Cartography: The University, Resistance Mapping and Social Change.” Paper presented at the ESRI Education User Conference, San Diego. - Watch the Documentary movie: <i>Exchange, M. I.</i> (Director). (2020, May 13). Arc Of Justice 1. https://vimeo.com/418109327 <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #3 2. Online Discussion Response #3 3. Case Study: mini-bibliography
Week 4 10/17/2023	Federal Government: A Complex Legacy
	<p>Reading</p> <ul style="list-style-type: none"> - DeFilippis and Saegert chapter 2 (by O’Connor – federal policy in poor communities) - von Hoffman, A. (2012). The past, present, and future of community development in the United States. In N. O. Andrews & 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) - O’Connor, Alice (1999). “Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities.” In Ferguson, Ronald F. and William T. Dickens, eds. <i>Urban Problems and Community Development</i>. Washington, D.C.: The Brookings Institution Center on Urban and Metropolitan Policy, 77-88. <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #4 2. Online Discussion Response #4

	3. Reflection Paper #1
Week 5 10/24/2023	Economic Development
	<p>Readings</p> <ul style="list-style-type: none"> - Robbins, E., & McFarland, C. K. (2017). What you should know 2.0: Elected leaders and economic development. National League of Cities. - Loh, P., & Jimenez, S. (2017). Solidarity rising in Massachusetts: How solidarity economy movement is emerging in lower-income communities of color. Solidarity Economy Initiative [read pp. 1-11, 34-39, and one case of your choice from the middle of the report] - Kelly, Marjorie and Sarah McKinley (Nov. 2015). Cities Building Community Wealth. Tacoma Park, MD: The Democracy Collaborative. Pp. 17-34 <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #5 2. Online Discussion Response #5 3. Case Study: annotated bibliography
Week 6 10/31/2023	CDC functioning
	<p>Readings</p> <ul style="list-style-type: none"> - D&S Ch. 6 (by Glickman and Servon about CDC capacity) AND Ch. 42 (by Stoecker, critiquing CDCs) - The Urban Institute (2005). The Impact of Community Development Corporations on Urban Neighborhoods, pp. 1-14, 39-46. - Von Hoffman, Alexander, Eric S. Belsky and Kwan Lee. (2006). The Impact of Housing on Community: A Review of Scholarly Theories and Empirical Research. Joint Center for Housing Studies, Harvard University, pp. i-ix, 1-4, 29-42. <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #6 2. Online Discussion Response #6

	3. Reflection Paper #3
Week 7 11/07/2023	Community Building
	<p>Readings</p> <p>Ch. 9, Phillips, R., & Pittman, R. (2014). An Introduction to Community Development. Taylor & Francis Group. http://ebookcentral.proquest.com/lib/psu/detail.action?docID=1829273</p> <ul style="list-style-type: none"> - chapter 2 Green, Gary Paul and Haines, Anna. 2010. Asset Building & Community Development. Thousand Oaks, CA: Sage Publications <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #7 2. Online Discussion Response #7 3. Economic development analysis paper
Week 8 11/14/2023	Land, Redevelopment & Local Government
	<p>Readings</p> <ul style="list-style-type: none"> - Ch. 5 Medoff, P., & Sklar, H. (1994). Streets of hope: The fall and rise of an urban neighborhood / Peter Medoff and Holly Sklar. South End Press. - Philipsen, K. (2017, April). The shady role of urban development corporations. Community Architect. http://archplanbaltimore.blogspot.com/2017/04/the-shady-role-of-urban-development.html <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #8 2. Online Discussion Response #8 3. Reflection Paper #1
Week 9 11/21/2023	Financing CD

	<p>Readings</p> <ul style="list-style-type: none"> - Ch. 6 Medoff, P., & Sklar, H. (1994). Streets of hope: The fall and rise of an urban neighborhood / Peter Medoff and Holly Sklar. South End Press. - Curtis, B. (n.d.). An Overview of the CDFI Industry. More info at https://www.mycnote.com/blog/what-is-a-cdfi-communitydevelopment-financial-institutions-explained/ - ch. 10 DeFilippis, J., & Saegert, S. (2012). The Community Development Reader. Routledge. <p>Assignments Due on Sunday by 11:59 pm</p> <ol style="list-style-type: none"> 1. Check-in #9 2. Online Discussion Response #9 3. Case Study: draft paper
<p>Week 10 11/28/2023</p>	<p>Universities and Community Development</p>
	<p>Readings</p> <ul style="list-style-type: none"> - Lambert-Pennington, K., Reardon, K., & Robinson, K. Spring 2011. “Revitalizing South Memphis through an Interdisciplinary Community-University Development Partnership. Michigan Journal of Community Service Learning. 59-70. http://files.eric.ed.gov/fulltext/EJ967607.pdf - Franz, N. 2014. “Measuring and Articulating the Value of Community Engagement: Lessons Learned from One Hundred Years of Cooperative Extension Work.” Journal of Higher Education Outreach and Engagement. 18(2): 5-15. - Homelessness Research & Action Collaborative at PSU https://www.pdx.edu/homelessness/changing-narrative <p>Assignments Due on Sunday by 11:59 pm</p> <ul style="list-style-type: none"> - Check-in #10 - Online Discussion Response #10 - Case Study: final CDC research paper - Reflection Paper #1
<p>Final Week</p>	<p>Final Exam- starts: Monday 4th at 8 am- ends: Tuesday 5th at 8 am</p>