

# **Community & the Built Environment**

**USP325U (CRN 14154) - Fall 2023**

*Toulon School of Urban Studies & Planning, Portland State University*

**Class Meets: Tuesdays & Thursdays 10-11:50am**

**IN-PERSON: URBN Room 270 (506 SW Mill)**

## **INSTRUCTOR**

**Kacy McKinney, PhD** (she/her pronouns) - Email: [kmckinney@pdx.edu](mailto:kmckinney@pdx.edu)

Teaching Assistant Professor in Urban Studies & Planning and Illustrator/Comic Artist

## **CONTACT**

The best way to contact me is through email using your pdx.edu email account. *Please do not use messaging in Canvas.* I ask that you please write "USP325" in all email subject lines. I will send emails to the class to your pdx.edu accounts and make announcements and changes to the syllabus through Canvas. *I expect that you will check your pdx.edu email account and Canvas regularly.* I generally do not respond to emails before 9am or after 5pm (and not at all on weekends) - I also do not expect responses from you during these times.

## **OFFICE HOURS**

**Tuesdays 12:30-1:30pm (via Zoom or in person)**

This is the best way to meet with me - use the link provided on the Canvas course site or below to schedule an appointment during office hours. If this time does not work for you, please just email me at [kmckinney@pdx.edu](mailto:kmckinney@pdx.edu) to arrange for an appointment at another time. Here is the link to schedule:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUx2ZVRHT0hfZ0ZIfGRIZmF1bHR8OWQ1ZTA2NTljOGM2NTUyMzIzNDBhYzUyZmJmNTQ5ZmY>

## **COURSE DESCRIPTION**

This course is about place-based communities: neighborhoods, towns, cities and regions; and other complex forms of community as they exist within those places. It examines the dynamic relationship between urban form and social life, and efforts by communities to shape the built environment to meet a broad range of needs and desires. Drawing on concepts from the fields of geography, urban studies, other social sciences, as well as from design and the arts, we take a critical approach to understanding how power is bound up and reflected in the built environment. We explore the ways that communities push back to create places that are vibrant, resilient, and that meet their needs. Students investigate and present on specific examples of community efforts and responses - and also independently create place-making and design approaches that support and enhance welcoming, engaging, and inclusive adaptations of the built environment. *This course is part of the Community Studies and Healthy People/Places clusters in the University Studies general education program. It is also a required course for students in the Community Development major; [here is the link to find out more](#) about this exciting major!*

## **COURSE OBJECTIVES**

- Explore community efforts to shape the built environment to meet a broad range of needs/desires;
- Understand & apply principles/concepts from *Inclusive Design, Design Justice, Sustainable Urban Design*;
- Observe, investigate, & analyze power in the dynamic relationship between urban form and social life;
- Identify & explain key concepts from geography, urban studies, other social sciences, design, the arts;
- Create/Design an inclusive and just approach to creative placemaking;
- Investigate & present on examples of community efforts and responses in relation to the urban form.

### *Related Community Development Major Learning Outcomes*

Think critically using appropriate theoretical perspectives about community and community building; Understand the importance of place; Uphold the values of democratic decision-making and participatory planning; Commit to civic engagement and civic responsibility; Act to promote social justice.

## **COURSE READINGS & MATERIALS**

There are no books to purchase for this course. All readings and other materials will be posted or linked through the Canvas site in the weekly modules. Required readings and materials should be read/listened to/viewed in advance of the class date they are listed on. There are significant readings and other required materials for the course and I strive for these to be wide-ranging, fascinating, and approachable. Please plan time into your schedule to engage with them.

## **INCLUSIVE LEARNING ENVIRONMENT**

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

These continue to be extremely difficult times and we are all experiencing the impacts (though in differing ways and to differing degrees) of: COVID-19, and on-going struggles against oppression and inequality. *Please be gentle with one another and do not make assumptions about what anyone is going through. We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us.* Words matter and are powerful, and I encourage you to think critically about the words you are using, particularly when speaking about a community or an individual from a community that you are not a part of. Take your time, and consider the impact of your words. Find a balance between participating actively and also making space for and encouraging the participation of others. Thank you, in advance, for your patience with me and with one another as we continue to navigate the current reality together. I will work to support you in engaging with me and with one another in respectful and encouraging ways; *begin from the knowledge that behind each comment, idea, and statement is a person who deserves to be treated with respect and care.* We will collectively develop a group/community agreement in the first week of class, which will be a living document to guide us throughout the course.

## **COURSE REQUIREMENTS**

Please do your very best to arrive on time. Consistently arriving late to class will impact your grade. If you're sick, please do not come to class. Missing one/two classes will not impact your grade significantly. In terms of missed material, you are responsible for catching up and communicating with me: it is a good idea to find someone in the class to touch base with in case you have to miss class. Be sure to check Canvas for materials and information you may have missed, which will be listed in the module for the week. Please do not expect me to email you a summary of missed material. You're welcome to schedule an appointment for office hours to discuss questions, concerns, and missed material. Please let me know if you need to miss class due to religious observation.

Please communicate as soon as possible if there's something getting in the way of learning or making you fall behind (due to illness/extreme circumstances). *I'll support you in any way I can.*

**ASSIGNMENTS & EVALUATION** - *Note: There is no final exam for this course.*

**Late work policy:** 10% off per day late. Under certain circumstances - with *advance* communication - you may be eligible for an extension. Submit all assignments on Canvas before class (by 9:45am) *unless otherwise indicated*.  
Final Grading 94/A; 90/A-; 87/B+; 84/B; 80/B-; 77/C+; 74/C; 70/C-; 67/D+; 64/D; 60/D-; 0/F

### **Class Engagement, Preparation, Active Participation (20%)**

This includes coming to class on time, prepared, and fully engaging in the materials and activities for the day. Active participation is as much about creating space for others as it is about speaking up - seek balance between finding your voice and making room for all to speak. Showing up to class will only take you so far; actively engaging and demonstrating your critical engagement with the materials through asking questions, commenting, engaging peers in relevant discussion is required to do well in this course. This portion of the course will be evaluated through a combination of self-assessment, observation, and quick writing and other in-class exercises. This portion of the grade also includes a brief presentation of your creative placemaking proposal in class late in the term.

### **Assignments Overview (80%)**

#### **Reading Summary & Related Materials Assignment (20%)** (Various dates – see sign-up sheet)

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Each student will submit summaries (about one page/**500 words**) of the readings for the day on two separate occasions. On both occasions students will also share and discuss an **additional** article, a website, an exhibit or work of art – of your choice – **related** to that day's readings. Share the additional something of interest with the whole class and be sure to also mention and cite it in the summaries you submit on Canvas (please be sure to include a link or a file in Canvas so that we have quick access to it for in-class viewing). Use in-text citations in your summary. Here is the link to the sign-up sheet (this is also available in Canvas on the assignment page):

<https://docs.google.com/document/d/15KU73Zmq1cwlk9xLfl1idWk0xDdv4fT94SH2w9nykwM/edit?usp=sharing>

## **Foundations Paper Assignment (15%) - DUE Tuesday 10/10** *(submit on Canvas before class)*

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Short paper summarizing your learning from the first two weeks of the course, connecting - where appropriate - to previous study, work, and life experiences. For this first assignment, the aim is to summarize your learning from *Week 2: Public Libraries* **OR** *Week 3: Benches & Sidewalks* in a short paper of about **750 words** (roughly 1.5 pages single-spaced or 3 pages double-spaced with 1-inch margins and 12-point font). This should also include an articulation of how the course relates to your larger interests and your goals as they connect to this course. This is due before the start of class on Tuesday of the 3<sup>rd</sup> week so that we can discuss in pairs/small groups during class.

## **Scavenger Hunt Assignment (20%)**

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**Part 1** Create a scavenger hunt related to a course theme (15%) **by Thursday 10/26**

**Part 2** Choose, complete, and share your experience of completing the scavenger hunt of another student in the course (5%) by **Thursday 11/14**. This means you have more than weeks to complete the scavenger hunt of another student and submit your summary.

## **Community Placemaking Proposal Assignment (25%)**

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**Part 1** Develop the **idea** for your proposal (250 words min. with clear evidence of research) **(5%) by Tuesday 11/7**

**Part 2** Develop a **draft** of your proposal: research and investigate background, observe, and explore a range of approaches to creative placemaking and submit a **draft (10%) by Tuesday 11/21**

**Part 3** Complete and submit the **full polished proposal** including all sections in guidelines **(10%) by Sunday 12/3 by 11:59pm**

### **DUE DATES AT A GLANCE:**

Foundations Paper: **10/10**

Reading Summaries & Related Materials

*(Note your two dates from the sign-up sheet here):*

Scavenger Hunt Part 1: **10/26**

Community Placemaking Idea: **11/7**

Scavenger Hunt Part 2: **11/14**

Community Placemaking Draft: **11/21**

Community Placemaking Final Proposal: **12/3**

## **COURSE SCHEDULE**

*Subject to change, I'll notify you of changes through Canvas Announcements and in class.  
Course readings/weekly materials will be posted or linked in the weekly modules.*

### **Introductions & Foundations**

#### **Week 1: Introductions, Community Building, Big Questions, Focus, Routine**

*\*Sign-Up for Readings Summaries and sign on to community guidelines this week.*

##### **9/26 Suggested Reading: Course Syllabus**

##### **9/28 Required Readings**

- Becker et al (n.d.) "The Geography of Community: Understanding the role of geography in building and sustaining healthy communities" Department of Geography and Anthropology, U Wisconsin Eau Claire.
- Latham, A, Layton, J. "Social infrastructure and the public life of cities: Studying urban sociality and public spaces". *Geography Compass*. 2019; 13: 7.

#### **Week 2: Interdisciplinary Foundations -- Public Libraries as Lens**

*\*Reminder: Foundations Paper is DUE 10/10 before class.*

##### **10/3 Required Materials**

- Podcast (48mins): "Palaces for the People" *99% Invisible* Podcast. Host Mars with Guest Klinenberg (3/ 19/19)
- Photo Essay (Brief): "Public Library: An American Commons". Photos Robert Dawson. Text Josh Wallaert (4/11)
- Academic Article (14 pages) Mickiewicz, Paulina. 2016. "Access and Its Limits: The Contemporary Library as a Public Space" *Space and Culture*. 19(3): 237-250.

##### **10/5 Required Materials**

- Audio Story (51 mins): "Life Inside the Multnomah County Library" *Think Out Loud*, Oregon Public Broadcasting. 2017.
- News Article (brief): Bensen, Darian. "Why your local library might be hiring a social worker" *NPR* (1/3/22).
- Video (12mins): Kowalski, Chera. "Critical Role of Librarians in the Opioid Crisis" *Ted Med* 2017.

### **Issues & Principles**

#### **Week 3: Hostile Design. Design Justice -- Benches & Sidewalks as Lens**

*\*Reading Summary and Related Materials DUE both days - see sign-up sheet*

**10/10 \*Foundations Paper Assignment DUE today before class on Canvas.**

### **10/10 Required Materials**

- Hu, Winnie. 2019. "Hostile Architecture': How public spaces keep the public out. *New York Times*. 11/8.
- Quinn, Ben. 2014. "Anti-homeless spikes are part of a wider phenomenon of 'hostile architecture' *The Guardian*. 6/13.
- (Read pages 884-887 only) - you are welcome but not required to read the rest. Rosenberger, Robert. 2020. "On hostile design: Theoretical & empirical prospects" *Urban Studies* 57(4): 883-893.
- (Skim) this is dense, but I am hoping for you to see some of the ways that we can think about benches and public space. Rishbeth, Clare and Ben Rogaly. 2018. "Sitting outside: Conviviality, self-care and the design of benches in urban public space" *Transactions of the Institute of British Geographers*, 43: 284-298.

### **10/12 Required Materials**

- Yerena, A., & Casas, R. 2021. "A Place for Life: Striving Towards Accessible and Equitable Public Spaces for Times of Crisis and Beyond." In: R. VAN MELIK, P. FILION, & B. DOUCET (Eds.), *Volume 3: Public Space and Mobility* (1st ed., pp. 75-84). Bristol University Press.
- Vivoni, Francisco and Jacob Folsom-Fraster. "Crafting Cities for All: Qualitative Inquiry of Street& the Spatial Practice of Skateboarding" *Cultural Studies Critical Methodologies*. 21(4): 311-318.
- (Short!) "Updated: Eight years of sit-lie history" 2010. Street Roots. May 5.
- (Short!) Vespa, Maggie. 2021. "Oregon bill aims to largely ban 'sit-lie' laws. KGW8. February 8.

## **Week 4: Public Space for Whom? Inclusive Design.**

\*Reading Summary and Related Materials DUE both days – see sign-up sheet

### **10/17 Required Materials**

- Read Academic Article: Heylighen, Ann and Matteo Bianchin. 2018. "Building Justice: How to Overcome the Inclusive Design Paradox?" *Built Environment*. 44(1): 23-35.
- Watch Video (18mins): Cokley, Rebecca. April 2018. "Reflections from an ADA Generation" TEDx University of Rochester.
- Read Book Chapter: Hamraie, A. (2017). "Conclusion: Disability Justice" In: *Building access: Universal design and the politics of disability*. Minneapolis: University of Minnesota Press.

### **10/19 Required Materials**

- Review: "Seven Principles of Universal Design" <https://www.udll.com/media-room/articles/the-seven-principles-of-universal-design/>
- Read: Pritchard, Erin. 2014. "Body Size and the Built Environment: Creating an Inclusive Built Environment using Universal Design" *Geography Compass* 8(1): 63-73.
- Read: Allen, Matthew. 2021. "Designing for Disability Justice: On the need to take a variety of human bodies into account" Harvard University Graduate School of Design.

## Interlude: Community Placemaking

### Week 5: Creative Placemaking & Introduction to Next Assignments

#### 10/24 Required Materials

- READ: Miriam Axel-Lute. "Bringing Together Arts and Community Development" *Shelter Force*. January 11, 2017 Access at: <https://shelterforce.org/2017/01/11/bringing-together-arts-and-community-development/>
- LISTEN: Podcast (1 hour, 11 mins): "Indigenous Artist to Artist, Part 2: We Choose Power" All My Relations Podcast. Access at: <https://www.allmyrelationspodcast.com/podcast/episode/477d2f4d/indigenous-artist-to-artist-part-2-we-choose-power>
- LISTEN: Creative Placemaking Podcast: choose one or more episodes to listen to: Access at: <https://podcasts.apple.com/us/podcast/the-creative-placemaking-podcast/id1540161557>

#### 10/26 \* Scavenger Hunt Assignment DUE today before class on Canvas.

#### Required Materials

- Readings TBA (Related to Metro Community Placemaking Grants): <https://www.oregonmetro.gov/tools-partners/grants-and-resources/community-placemaking-grants>
- READ: "Placemaking and the Politics of Belonging and Dis-belonging" Roberto Bedoya in *Grantmakers in the Americas*. <https://www.giarts.org/article/placemaking-and-politics-belonging-and-dis-belonging>

## Issues & Principles Continued

### Week 6: Recreational Places & Play. Community-Led Change

*\*Reading Summary and Related Materials DUE both days – see sign-up sheet*

#### 10/31 Required Materials

- Read/Explore: "Rebuild: Building stronger communities, one park, recreation center, and library at a time" City of Philadelphia. Access at: <https://www.phila.gov/programs/rebuild/>
- Skim/Read (discussed in the podcast episode): "Philadelphia's Placing a \$500 Million Bet on Play" Sept. 17, 2017. Next City. Access the article here: <https://nextcity.org/features/philadelphia-rebuild-initiative-park-rec-center-design>
- Read: "Rebuild program emerges from a pandemic slowdown with groundbreaking celebrations at city rec centers" By Meir Rinde. October 3, 2021. Access the article here: <https://why.org/articles/rebuild-program-emerges-from-a-pandemic-slowdown-with-groundbreaking-celebrations-at-city-rec-centers/>

#### 11/2 Required Materials

- Read Chapter: "Youth-Built Projects: Involving Youth in the Construction of Public Places" By Katherine Melcher. In: *The Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion*. Edited By Janet Loebach, Sarah Little, Adina Cox, Patsy Eubanks Owens.

- Read Chapter: "Youth Planning + Designing for Play: The Hangout" By Beth Myers. In: *The Routledge Handbook of Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion*. Edited By Janet Loebach, Sarah Little, Adina Cox, Patsy Eubanks Owens.

## **Week 7: Green Spaces, Sustainability & Climate Change Adaptation**

*\*Reading Summaries & Related Materials on Thursday only – see sign-up sheet*

**11/7 \*Creative Placemaking Proposal Idea Assignment DUE today before class on Canvas.  
In Class: Proposal Idea Discussion/Workshop – Also bring a printed copy with you to class.**

### **11/9 Required Materials**

- Read (research article): Wendel, Zarger, Mihelcic. 2012. "Accessibility and usability: Green space preferences, perceptions, and barriers in a rapidly urbanizing city in Latin America. *Landscape and Urban Planning*. 107: 272-282.
- Read (research article): Wolch, Byrne, and Newell. 2014. "Urban green space, public health, and environmental justice: the challenge of making cities 'just green enough'" *Landscape and Urban Planning*. 125: 234-244.
- Listen (5 minutes)/Read: Charles, Dan. 2021. "Bringing Back Trees to 'Forest City's' Redlined Areas Helps Residents and the Climate" National Public Radio. June 23.

## **Week 8: Covid-19, Mutual Aid, Protest, and Urban Form**

*\*Reading Summary & Related Materials DUE both days – see sign-up sheet*

**11/14 \*Scavenger Hunt Assignment Part 2 DUE today before class on Canvas**

### **Required Materials**

- TBA!

### **11/16 Required Materials**

- READ: Yerena, A., & Casas, R. (2021). A Place for Life: Striving Towards Accessible and Equitable Public Spaces for Times of Crisis and Beyond. In R. VAN MELIK, P. FILION, & B. DOUCET (Eds.), *Volume 3: Public Space and Mobility* (1st ed., pp. 75–84). Bristol University Press.
- READ: Leanage, N., & Filion, P. (2021). Pandemic- and Future-Proofing Cities: Pedestrian-oriented Development as an Alternative Model to Transit-based Intensification Centers. In R. VAN MELIK, P. FILION, & B. DOUCET (Eds.), *Volume 3: Public Space and Mobility* (1st ed., pp. 187–198). Bristol University Press.
- *OPTIONAL*: van Melik, R., Doucet, B., & Filion, P. (2021). Conclusion. In R. VAN MELIK, P. FILION, & B. DOUCET (Eds.), *Volume 3: Public Space and Mobility* (1st ed., pp. 213–218). Bristol University Press.



## **Presentations & Conclusions**

### **Week 9: Proposal Feedback/Peer Review**

**11/21 \*Creative Placemaking Proposal Draft Assignment DUE today before class on Canvas.**

**In Class: Proposal Draft Peer Review – Also bring a printed copy with you to class.**

*11/23 University Closure – No Class*

### **Week 10: Proposal Presentations/Feedback & Course Conclusions**

**11/28 No required materials – presentations & conclusions both days.**

**11/30 No required materials – presentations & conclusions both days.**

**\*Creative Placemaking Final Proposal DUE Sunday 12/3 by 11:59pm**

### **COURSE & PSU POLICIES:**

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

SUBMITTING WORK ONLINE: It is your responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that you intended to be graded for the assignment. Acceptable file formats are Word or PDF or JPEG files, unless otherwise noted. Please be sure that all files are clearly labeled, in order, and of sufficient quality.

TECHNOLOGY ACCESS: The use of Canvas, PSU email, and other computer tools such Google Drive/Docs are required for this course. Please let me know if you have concerns about accessing technology (internet/computer) for this course.

### **Access & Inclusion for Students with Disabilities**

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

If you already have accommodations, we have likely already received notification from the DRC and we will be in touch (or you can touch base with us) to discuss any details, questions, or concerns. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center/>

## **Title IX Mandatory Reporting**

As instructors, students frequently come to us for assistance in matters that are not related to the course material. Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Confidential Advocates: 503.894.7982, or by scheduling on-line ([psuwrc.youcanbook.me](https://psuwrc.youcanbook.me)) (for matters regarding sexual harassment and interpersonal/sexual violence)
- PSU Sexual Misconduct Response information
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, 503.725.2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, 503.725.4556
- For more information, please complete the required student module: Understanding Sexual Misconduct & Resources in your Canvas.

## **PSU Cultural Resource Centers:**

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

## **Academic Honesty**

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

- engages in any form of academic deceit;
- refers to materials, sources or uses devices not authorized by instructor for use on an assignment;
- provides inappropriate aid to another person in connection with any assignment;
- engages in Plagiarism.

**Plagiarism** is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution.

The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. We will discuss strategies for citing sources in your work and please see me and/or consult library resources with questions about how to avoid plagiarism. *I proactively monitor for academic dishonesty. Any plagiarism results in a zero on the assignment or activity and reporting to the Dean of Student Life Office.*

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

- **Advising & Career Services:** helps students choose a major or career, provides workshops and classes. <https://www.pdx.edu/advising/> and <https://www.pdx.edu/careers/>
- **Campus Directory:** contact information of faculty and staff. <https://www.pdx.edu/faculty-staff-directory>
- **Emergency Funds:** list of funds available through various colleges, schools, and resource centers to students experiencing hardships <https://www.pdx.edu/dean-student-life/emergency-funds>
- **International Student Services:** immigration advising, life advising, programming and support for international students. <https://www.pdx.edu/international-students/>
- **The Learning Center:** offers support with current coursework and helps develop effective learning strategies. <https://www.pdx.edu/learning-center/>
- **Queer Resource Center:** provides students along the sexuality and gender spectrum with the support they need to persist to graduation. <https://www.pdx.edu/queer-resource-center/>
- **Resource Center for Students with Children:** offers integrated services that support students' goals to be effective parents while succeeding in their academic pursuits. <https://www.pdx.edu/students-with-children/>
- **Student Activities & Leadership Programs:** enrich and integrate students' leadership and academic experiences to educate students to be ethical, socially just, and civically engaged leaders. <https://www.pdx.edu/student-leadership/>
- **Student Legal Services:** provides legal advice, legal representation, mentorship, community partnerships, education designed to empower. <https://www.pdx.edu/student-legal-services/>
- **Student Sustainability Center:** offers transformational hands-on learning experience in an effort to integrate sustainability with student life. <https://www.pdx.edu/student-sustainability-center/>
- **University Success:** facilitates academic engagement, intellectual connection, and collaborative learning among Portland State University students through student living communities and campus community building. <https://www.pdx.edu/housing/usuccess>
- **Veterans Resource Center:** provides comprehensive support to student veterans and service members to meet their unique needs. <https://www.pdx.edu/veterans-resource-center/>
- **Women's Resource Center:** advocates for the best educational and campus experience for the entire community by advancing social justice, ensuring access to personal empowerment, and working toward a safe, healthy campus. <https://www.pdx.edu/womens-resource-center/>
- **The Writing Center:** help writers at any stage of writing process and with all varieties of projects: class assignments, resumes, application essays, presentations, creative writing. <https://www.pdx.edu/writing-center/>

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

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