

USP 528: Concepts of Community Development

Winter 2024

Prof. L.K. Bates

Wed 1-3:40 pm @ Urban 220

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Course description

During this course we'll introduce and explore the history, origins, and context of neighborhood-based community development. We'll also introduce and examine some basic concepts, goals, and theories that inform the practice of community development, and become familiar with organizational and policy framework of community development practice. We'll use the coursework and discussions to develop a foundation to help better understand and analyze current challenges and debates in the field.

Class cadence

This class meets once per week. There is a tremendous amount of material to cover to consider the origins, practices, institutions, and policies related to community development. It is essential that you leave sufficient time in your week to read the assigned materials. Do not wait until Tuesday each week to discover the readings!

Generally speaking the first half of class covers theories, concepts, and canonical literatures in CD. The second half addresses practical application and case studies.

There will be a 30 minute 'break' mid-class each week. That time is for:

- Group engagements for the reflection synthesis.
- Prepping to lead the class session.
- Checking your email or slack or texts to outside of the class-*let's not do this during session.*
- Getting a coffee over to the Ovation.
- Office hours type questions.
- Screaming into the void.
- And other things of that nature.

Reading

Complete reading for the week before class. Readings are available via Canvas.

I encourage you to keep up with relevant news sources like [Shelterforce](#) and [The Forge](#); to read local news and follow topics you care about on social media; and to bring to class questions and thoughts about what's going on right this moment that are relevant to CD.

Assignments

Weekly reflection memo (turn in on Canvas) 60%

For professional track students (MURP, MPP, MPA, MRED/GCRE, MPH)

Week 1

Due Friday 1/12 COB-ish

The professional setting you imagine yourself operating in.

The professional setting will orient the rest of your memos for the term- so think about the lens through which you want to view CD.

What is your job/role, what kind of organization and how is it oriented to housing policy? Is it public or private? A nonprofit housing developer? An advocacy organization? A non-housing organization? What's the scope of its work— national, state, local, a specific community or neighborhood? What are the levers within its reach? What are its/your politics?

This week's memo should also include your goals for this term. Write down your goals for the course for learning and professional/academic development. Your goals might also include personal hopes and intentions.

Weeks 2-10

Due Wednesdays by 1 pm

Each week you will come to class having written up a one pager on what, from the role you've defined, you would be thinking/doing/asking about the topic of the week, based on the readings. What strikes you as a key issue or problem to be dealing with? What ideas are of greatest interest to pursue in addressing a challenge? What skills or competencies would you need to develop? What questions do you have, where you may realize there isn't enough information/knowledge to move forward?

Group reflection X 3 (share your documents on google drive)

Weeks 4, 8, 10

Due Friday COB

Feb 2; Mar 1; Mar 15

I will assign small groups based on the professional setting memo. At the end of weeks 4, 8, and 10, your group turns in a synthesis reflection based on: sharing your weekly reflections with each other and having a discussion that you should record/write up with your collective thoughts, areas of agreement/divergence, questions, etc. Ask questions, share ideas, and mutually support your classmates' capacities for thinking about CD.

For academic/research degree students (MUS, PhD in any discipline)

Week 1

Due Friday 1/12 COB-ish

The professional/research/academic setting you imagine yourself operating in. What are your main interests, methods, and approaches?

This week's memo should also include your goals for this term. Write down your goals for the course for learning and professional/academic development. Your goals might also include personal hopes and intentions.

Weeks 2-10

Due Wednesdays by 1 pm

Each week you will come to class having written a one page response to the readings, oriented to thinking about conceptual frameworks, research methods, research questions, situation in the literature. Feel free to orient these responses to your own field development or research projects.

Leading class discussion

10%

Sign up during class Week 2

*** All research degree students will lead in Week 5: Evaluating CD, discussing research orientations to assessing community interventions.*

One week, in a small group, you will lead the second half of the class in discussion. The second half of class in weeks 5-10 focuses on practical cases of programmatic, policy, and community activity in CD. Group leaders are responsible for supporting the class to ask questions about the CD model/interventions. Such as –Do they ‘work’? How? What are the practice competencies/skills needed? What are the organizational models needed? What lessons should we take away? What challenges should we be aware of? This conversation can be grounded in our shared knowledge of our local context in the Portland area, asking Does this/could this work here?

Some readings are offered as a strong starting point; the group leaders may wish to find additional or other examples. Non-leaders are responsible for reviewing the provided materials! Everyone should be ready to actively discuss.

Final policy/practice/research brief*

20%

Due Friday Mar 20

For professional track students (MURP, MPP, MPA, MRED/GCRE, MPH)

Pick and investigate a community development issue that you really, really care about. It might be a policy or program, a form of practice, an organization that seems like it's on point. Something that you want to keep learning about or learning how to do. Write up ~5 pages about what you have learned (answering questions like those in the class discussion prompt); and what else you would like to find out about it. Consider how you imagine bringing the idea or practice into your own professional future as described in your first reflection.

For academic/research degree students (MUS, PhD in any discipline)

Pick and investigate a community development issue that you really, really care about. It might be a policy or program, a form of practice, an organization that seems like it's on point. Something that you want to keep learning about or learning how to do. Write up ~5 pages. The research degree version should be grounded in academic literature. If you wish to produce an annotated bibliography, section of a field paper, or other product that supports your degree progress, please let me know.

Final self-assessment

10%

Self-assessment: At the beginning of the term you wrote down your goals for the course for learning and professional/academic development. At the end of the term (finals week), you will assess your performance: Please write a couple of paragraphs or bullet points on what you learned! and *what grade you feel you earned*. Your grade should correspond to your reflections about your learning and efforts throughout the term. The prompt for the reflection:

What will you take away from this quarter? This could include.....

- A learning goal you had at the start and achieved
- Specific content that caught your attention - an example you'd like to bring into your own workspace
- A new idea you got to explore
- Thoughts on where CD ought to 'go from here' and where you fit into that
- A reflection about your own capabilities and resilience

Why self-grading? *At the end of the term, every institution where I've worked has required me to issue a final grade for students. So, I ask the students to grade themselves. I wish I didn't have to do this. I wish the conversation I had with students could focus purely on authentic assessment, process, and formative feedback. But I have found that asking students to give themselves a grade also makes the why and how of grades a valuable subject of the conversations we have—valuable because they will go on to be graded in other courses and thinking critically about how and why grading happens helps that become more productive for them. -[Jesse Stommel](#)*

Expectations and policies

Participation and engagement

* The Platinum Rule. The Golden Rule tells us, “Treat others as you would like to be treated.” By following the Platinum Rule, we will treat others as they wish to be treated. We will extend courtesy and consideration in our classroom community. Through discussion, our ideas may be questioned and challenged, but always with the goal of mutual learning.

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); 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.

In USP 528, we are aiming for everyone to be responsible for their own emotional and social resilience in order to have an environment of healthy productivity. I use [the definition of resilience](#) from organizing practice—“our ability to navigate hard internal and external conditions in ways that allow us to meet our political and organizing commitments.” I encourage you to care for yourself, and to create your own plan for resilience in order to have the capacity for the course material and classroom community. Part of the responsibilities in the class is to be accountable to the class and your classmates, by keeping up with readings and being prepared to participate actively in the learning environment. When challenges arise in meeting those responsibilities, please communicate, seek appropriate care resources, and lean into your practices of care and social connection.

Academic Integrity

Demonstrate academic honesty. Review the [Student Conduct Code](#) to know your rights and responsibilities as a member of the Portland State University community. This code describes behavior for which a student may be subject to disciplinary action. [Academic misconduct](#) will not be tolerated. An act of academic dishonesty (e.g., cheating, plagiarism, misrepresenting or improper/no citing that leads the instructor/viewer of content to believe that the writing and content are original to you, or unauthorized possession of examinations) will automatically result in a grade of “F” for the affected assignment and the case will be referred to university authorities. If you are still unclear as to what constitutes plagiarism, consult this [site explaining plagiarism](#) from the PSU Library. When in doubt, cite the source. For assistance with APA citation format, see: [Purdue OWL: APA Formatting and Style Guide](#).

Accommodations For Learning Differences

It is Portland State University's goal that learning experiences be as accessible as possible. 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 accommodations for students who encounter barriers in the learning environment. If you anticipate or experience physical or academic barriers based on disability, please register with the [Disability Resource Center \(DRC\)](#) (503-725-4150 or drc@pdx.edu) in order to establish reasonable accommodations. Once you have registered with the DRC, please schedule a time to talk to me so that we can discuss your needs for the term.

Title IX support and resources

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

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

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Date	What's up
1: Jan 10	<p data-bbox="401 261 1430 297">Intro: Urban inequality, uneven development, neighborhood decline</p> <p data-bbox="401 342 1381 431">In-class reading: Imbroscio, Race matters even more than you already think Gibson, Bleeding Albina</p>
2: Jan 17	<p data-bbox="401 475 945 511">Models of Community Development</p> <p data-bbox="401 557 1262 592">Wolf-Powers, Understanding CD in a Theory of Action Framework</p> <p data-bbox="401 613 1236 649">Bradshaw, Theories of Poverty and Anti-Poverty Programs in CD</p> <p data-bbox="401 670 1346 706">Sites, Chaskin, Parks, Reframing Community Practice for the 21st Century</p> <p data-bbox="401 727 1062 763">Axel-Lute, The Opposite of Deficit-Based Language</p> <p data-bbox="401 784 541 820"><i>Reference:</i></p> <p data-bbox="401 841 995 876"><i>Briggs, Networks, Power and a Dual Agenda</i></p> <p data-bbox="401 898 1398 933"><i>Rinde, Did ... Comprehensive Community Initiatives ...Bring About Change?</i></p>
3: Jan 24	<p data-bbox="401 976 999 1011">Politics of Participation and Leadership</p> <p data-bbox="401 1057 890 1092">Combahee River Collective Statement</p> <p data-bbox="401 1114 1163 1149">Diaminah et al, How (Not) To Dismantle White Supremacy</p> <p data-bbox="401 1170 869 1206">Taiwo, Being-in-the-Room Privilege</p>
4: Jan 31	<p data-bbox="401 1247 856 1282">Houselessness, Homelessness</p> <p data-bbox="401 1328 800 1364">~ guest leaders ~ Readings tba</p>

Date	What's up
5: Feb 07	CD Institutions – the Community Development Corporation
	<p>Bratt, The Role of Nonprofits in Meeting the Housing Challenge</p> <p>Stoecker, et al, The CDC Model ... and responses</p>
	<i>Evaluating CD: Seeing More, Learning More; Keeping Promises While Keeping Score; Are Academics Irrelevant?</i>
6: Feb 14	Scale and Impact of CD
	<p>Spatial Scale:</p> <p>Pastor, Benner, Matsuoka, For What It's Worth</p> <p>Chapple and Goetz, Spatial justice Through Regionalism?</p> <p>Organizational scale:</p> <p>Glickman and Servon, More than Bricks and Sticks</p> <p>Walsh and Zdenek, Balancing Act & Zdenek, Conversations about scale</p>
	<i>Community Benefits Agreements: LAANE Brain, Building a Bigger We</i>
7: Feb 21	Community Organizing
	<p>Fisher and DeFilippis, Community Organizing in the United States</p> <p>Taylor, Against Activism</p> <p>Birkhold, Living by the Clock of the World</p>
	<i>Cultural Organizing: Highlander methodologies; CD Innovation-Transforming CD Through Arts and Culture;</i>

Date	What's up
8: Feb 28	<p data-bbox="401 282 966 321">Right to the City and Oppositional CD</p> <p data-bbox="401 363 1140 402">Marcuse, From Critical Urban Theory to Right to the City</p> <p data-bbox="401 418 1213 457">DeFilippis, Fisher, and Shragge, What's Left in the Community</p> <p data-bbox="401 474 720 513">Marcuse, Reading RTTC</p> <p data-bbox="401 555 1881 626"><i>Community ownership alternatives: TOPA-Creating the Commons, Does it Work?; CLTs-Community Ownership Takes Center Stage, W(h)ither the...?; Housing for People not for Profit</i></p>
9: Mar 06	<p data-bbox="401 669 945 708">Equity Planning and CD in Planning</p> <p data-bbox="401 750 1071 789">Krumholz, A Retrospective View of Equity Planning</p> <p data-bbox="401 805 976 844">Zapata and Bates, Equity Planning Revisited</p> <p data-bbox="401 860 1186 899">Choose 1 from: <i>JPER</i> Equity Planning Revisited special issue</p> <p data-bbox="401 941 1770 980"><i>"Red State" CD: Ohio Valley Env Coalition; Stand Up Nashville; Anarchistic Approaches in Chattanooga</i></p>
10: Mar 13	<p data-bbox="401 1019 709 1058">Radical Possibilities</p> <p data-bbox="401 1101 579 1140">Sample from:</p> <p data-bbox="401 1156 1026 1195">Race and Spatial Imaginary: What Shakes Loose</p> <p data-bbox="401 1211 674 1250">Indigenous Planning</p> <p data-bbox="401 1266 1083 1305">Abolitionist Planning and Response- No Room For...</p>