

USP 526 – Neighborhood Conservation & Change (4 credits)

Spring 2024 Online Course

Prof. C.N.E. Corbin

Office Hours: Thursdays 3:30 pm to 5:30 pm via <https://ccorbin.youcanbook.me> (Online or In-person)

Email: ccorbin@pdx.edu



<https://www.theglobeandmail.com/life/home-and-design/article-nextdoor-bets-on-the-power-of-neighbourhoods/>

WHAT WE'RE STUDYING

"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 Applied Social Demography Certificate program. The online version was developed by Dr. Lisa K. Bates.

LEARNING OUTCOMES

1. Identify the theoretical frameworks and assumptions embedded in analysis, plans, and policies that address neighborhoods and neighborhood change, and be able to evaluate and critique those based on an assessment of the strengths/weaknesses of the theories as world/phenomenon-explanations.
2. Make use of conceptual frameworks of neighborhoods/neighborhood change to choose and analyze data—quantitative and qualitative—in application to a real place, and be able to contextualize your analysis with respect to appropriate theoretical and extant empirical findings.
3. Track from a conceptual framework to data to (preliminary) assessments of policy or program alternatives that address neighborhood conditions, considering how those alternatives put theories into action, and identifying data and outcome metrics that would assess their effectiveness.

COURSE MATERIALS

Readings and other course materials are all found on the Canvas course site. Make sure to monitor Canvas for updates.

COURSE STRUCTURE & GUIDELINES

To help everyone get acclimated in week 1, everything will be due at 5pm Friday. Thereafter, we'll move to a regular weekly schedule.

All the moving parts may make time management a little daunting. Canvas notification settings can help you keep track of what's going on in the course.

The course is designed to be cumulative, so you may only work ahead about a week or so. However, you can read ahead as much as you like—note, however, that there could be some small tweaks to reading assignments before the end of the term.

The diagram below is designed to help you understand the typical module structure, including when items will be available in Canvas. The “activities” are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Two weeks prior	9 am module content available			Instructions posted for any assignment	
One week prior					
Week	Complete readings for this week	9am post to discussion board round one (<i>preferred deadline, but can take until 5pm without penalty</i>)		9am written assignment due 5pm complete week’s activities including discussion round two when applicable (<i>instructions in module</i>)	Week’s activity boards lock

A written summary of this would be:

- finish your reading/other “engage” activities by Monday
- if you need to do a discussion post that week, get it up by 9am Tuesday
- if applicable, comment on discussion boards through 5pm Thursday
- Repeat the cycle.

SUSTAINING A LEARNING COMMUNITY

We all play a part in creating and maintaining a positive shared learning environment; an online course requires a special level of initiative. Below are some of the major expectations for this course.

COMMUNICATION

The instructor will be on Canvas every other day to check postings, participation, and answer inquiries. For general course questions, post a query to the Q & A forum on Canvas (don’t be shy!). If you see a query in the forum that you are able to answer, please do! For individual matters—for example, you need to discuss how to use your DRC-approved accommodations in the course—contact the instructor directly.

Students are expected to check their PSU e-mail at least once a (business) day and respond to emails within one business day; the instructor will uphold this same standard. Please include the course number in your email subject line and make sure your message indicates who the sender is.

PARTICIPATION & PROFESSIONALISM

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

- Complete all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog, review the Agreements for Multicultural Interactions in the Classroom.
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help
- Demonstrate mastery (or at least continual improvement!) of netiquette and other core technology expectations [see “Technology Expectations” for details]

Getting sick, work and family pressures, and miscellaneous unanticipated events...

Students are expected to complete all course activities in a timely manner. However, it is understood that life sometimes intervenes. If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance, contact the instructor by email immediately. It is very easy to fall behind in an online course, so proactive is our watchword! I will work with you to figure out ways to support your success. If you might need an extension on an assignment, **get in touch BEFORE it is due.**

Unauthorized distribution of course material

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

ASSIGNMENTS AND EVALUATION

The course is graded out of 100 points. Your overall course grade may be increased or decreased by up to one letter interval based on the overall quality of your participation over the term.

The following final grades will be given for the following number of points:

Points	0	60	64	67	70	74	77	80	84	87	90	95
Grades	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Assignments	No. of Assignments X Points per Assignment	Total Points
Discussion Board Posts	4 X 4pts	16
Small Group Discussions	5 X 5pts	25
Writing Assignments	3 X 5pts	15
Other Activities	2X 2 pts	4
Final Paper	1 X 25pts	25
Presentation	1 X 15 pts	15
Totals		100
Extra Credit	1 X 3pts	3

EXTRA CREDIT

A maximum of 3 points will be added to a student’s grade as extra credit. Students may earn extra credit by watching a movie that addresses the themes of neighborhood conservation and change review (e-mail to professor to check your movie ideas) and writing a scholarly response paper 2-3 pages in length.

EVALUATION OF STUDENT WORK

I subscribe to the Dr. Bates categorization of student work, with a compressed scale for graduate classes:

A assignments demonstrate original thought and synthesis of ideas, sophisticated, cogent analysis, and are clearly written or presented. Outstanding work.

A-/B+ assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Very good work.

B assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.

B- assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

The strongest scholars get help on their work. Use office hours, consultations with peers, the Writing Center, and other resources to your best advantage. In all assignments, please follow APA for citations, reference lists, spelling, punctuation, and capitalization. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with the APA citation style. Add page numbers when applicable.

Discussion board posts will be graded on a check plus/minus system.

	Assignment value in points			Equivalent
	2	4	5	
Check-minus	1.6	3.2	4	80%
Check	1.8	3.6	4.5	90%
Check-Plus	2	4	5	100%

EXPECTATIONS FOR ASSIGNMENTS

Canvas will not let you submit assignments late. Consult the instructor well in advance if you may not be able to make a deadline. We may be able to work something out; **communication is key.**

Make sure you keep electronic copies of all your assignments also outside of Canva so that you can produce them should the need arise.

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.

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.

POLICY ON ACADEMIC INTEGRITY

Students are expected to be ethical not only in the classroom (physical and virtual/digital), 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, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or 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 Code of Student Conduct and Responsibility](#). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

Students are responsible for knowing both in-class behavior and rules governing use of materials in academic work. Plagiarism includes both other students' work and Wikipedia (or anything from the internet) that is not properly cited. Any student found plagiarizing work or violating any part of PSU's academic integrity policy will receive no credit for the assignment.

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>

EMERGENCY & CRISIS RESOURCES

Student Health & Counseling (SHAC) [Emergency & Crisis Resources](#) for a comprehensive list of culturally specific crisis service options:

- National Suicide Hotline: Call or text 988, available via phone, text or chat and connects callers to trained responder at Lines for Life.
- Multnomah County Crisis Line: 503-988-4888, provides crisis support for you or someone you are trying to help and assistance accessing urgent walk-in clinics.
- Ayuda en Español: 1-888-628-9464
- Thrive Text Lifeline: Text "THRIVE" to (313) 662-8209, crisis support run by and for marginalized individuals that does not ever contact law enforcement.
- Alcohol & Drug Helpline: 1-800-923-4357
- Call to Safety Crisis Line (Domestic Violence): 1-888-235-5333
- Native Crisis text Line: Text NATIVE to 741741
- Military Helpline: 1-888-457-4838
- Racial equity support Line: 503-575-3764 (10am-7pm M-F)

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, 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 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/>.

SEXUAL HARASSMENT AND SAFE CAMPUS

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: Julie Caron 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
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

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*.

***Starred activities lead up to the final paper and video presentation see pages 12-16 for details.**

DATES	COURSE MATERIALS
<p>Week 1 Introduction 4/1-4/7</p>	<p>Readings USP 526 – Neighborhood Conservation & Change syllabus</p> <p>Complete reading on Agreements for Multicultural Interactions in the Classroom adapted from the East Bay Meditation Center Agreements.</p> <p>Assignment(s) Personal introduction 3-5 paragraphs (Discussion Board Posts) Due by Friday 5pm Choosing a neighborhood* (Discussion Board Posts) Due by Friday 5pm</p>
<p>Week 2 Theory 4/8-4/14</p>	<p>Readings LeGates, Richard T., and Frederic Stout, editors. "The Growth of the City: An Introduction to a Research Project." <i>The City Reader</i>, Fifth Edition, Routledge, 2011, pp. 163–69.</p> <p>Harris, Chauncy D., and Edward L. Ullman. "The Nature of Cities." <i>The ANNALS of the American Academy of Political and Social Science</i>, vol. 242, no. 1, Nov. 1945, pp. 7–17.</p> <p>Adams, John S. "Hoyt, H. 1939: The Structure and Growth of Residential Neighborhoods in American Cities. Washington, DC: Federal Housing Administration." <i>Progress in Human Geography</i>, vol. 29, no. 3, June 2005, pp. 321–25.</p> <p>Galster, George. "William Grigsby and the Analysis of Housing Sub-Markets and Filtering." <i>Urban Studies</i>, vol. 33, no. 10, Dec. 1996, pp. 1797–805.</p> <p>1977 Portland Population Strategy</p> <p>Media Housing submarkets and neighborhood change https://media.pdx.edu/media/t/0_v6nzjh7c</p> <p>Assignment(s) Neighborhood detail* (Discussion Board Posts) Due by Tuesday 9am Small group discussion #1 (Discussion Board Posts) Due by Tuesday 9am</p>
<p>Week 3 Race & Space 4/15-4/21</p>	<p>Readings Clark, Kenneth B. "The Invisible Wall." <i>Dark Ghetto: Dilemmas of Social Power</i>, Harper & Row, 1965, pp. 11–20.</p> <p>Lipsitz, George. "The Racialization of Space and the Spatialization of Race Theorizing the Hidden Architecture of Landscape." <i>Landscape Journal</i>, vol. 26, no. 1, Jan. 2007, pp. 10–23.</p> <p>Cheng, Wendy. "Diversity of Main Street: Civic Landscapes and Historical Geographies of Race." <i>The Changs Next Door to the Díazes: Remapping Race in Suburban California</i>, University of Minnesota Press, 2013, pp. 129–70.</p> <p>Rothstein, Richard. "Racial Zoning." <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i>, Liveright Publishing, 2017, pp. 39–58.</p> <p>Media Morton, P. (Director). (2014). Spanish Lake [Video file]. Under the Milky Way. Retrieved March 26, 2021, from Kanopy. https://psu.kanopy.com/video/spanish-lake</p> <p>Assignment(s) Small group discussion #2 (Discussion Board Posts) Due by Tuesday 9am</p>

<p>Week 4 Measuring Segregation 4/22-4/28</p>	<p>Readings</p> <p>Logan, John R., and Brian J. Stults. The Persistence of Segregation in the Metropolis: New Findings from the 2010 Census. US2010 Project, 24 Mar. 2011.</p> <p>Bonilla-Silva, Eduardo, et al. "When Whites Flock Together: The Social Psychology of White Habitus." <i>Critical Sociology</i>, vol. 32, no. 2–3, Mar. 2006, pp. 229–53.</p> <p>Misra, Tanvi. "Gentrification Doesn't Mean Diversity" <i>Bloomberg City Lab</i>, 15 May 2017. https://www.bloomberg.com/news/articles/2017-05-15/how-gentrifying-neighborhoods-fall-short-on-diversity</p> <p>Williams, Kim M. <i>Mark One or More: Civil Rights in Multiracial America</i>. Illustrated edition, University of Michigan Press, 2008. (Chapters 1 and 2 only) https://ebookcentral-proquest-com.proxy.lib.pdx.edu/lib/psu/detail.action?docID=3414854</p> <p>Review Racebox.org (to look at how race is delineated in Census over time) http://www.racebox.org/</p> <p>Media</p> <p>Using Diversity Data Site https://media.pdx.edu/media/USP+526-Week+4-Using+diversity+data+site/0_grvquq9m</p> <p>Interactive tool(s)</p> <p>Diversity and Disparities Data https://s4.ad.brown.edu/projects/diversity/Data/Data.htm</p> <p><i>Optional</i></p> <p>Mapping Inequality Redlining in New Deal America https://dsl.richmond.edu/panorama/redlining/#loc=5/39.88/-94.58</p> <p>Assignment(s)</p> <p>Racial Demographics* (Writing Assignment) Due by Thursday 9am</p>
<p>Week 5 Data Maps 4/29-5/5</p>	<p>Readings</p> <p>Du Bois, W. E. B., and Elijah Anderson. <i>The Philadelphia Negro: A Social Study</i>. Reprint edition, University of Pennsylvania Press, 1995. (Chapters 1 and 2 and skim the rest to see the first quantitative sociological study of urban neighborhoods) https://ebookcentral-proquest-com.proxy.lib.pdx.edu/lib/psu/detail.action?docID=3441429</p> <p>Mock, Brentin. "What Black Independence Looked Like in 1900." <i>Bloomberg CityLab</i>, 5 July 2016. https://www.bloomberg.com/news/articles/2016-07-05/w-e-b-du-bois-and-booker-t-washington-s-hand-drawn-data-visualizations-of-black-independence-circa-1900</p> <p>Interactive tool(s)</p> <p>The Reinvestment Fund Maps of Neighborhood Markets https://www.reinvestment.com/policy-solutions/market-value-analysis/</p> <p>Kirwan Institute Opportunity Maps https://kirwaninstitute.osu.edu/opportunity-mapping</p> <p>Government Opportunity Mapping Portland, OR https://www.portland.gov/phb/opportunity-mapping</p> <p>National Equity Atlas https://nationalequityatlas.org/</p> <p>Policy Map https://pdx-policymap-com.proxy.lib.pdx.edu/maps</p> <p>Urban Displacement Project https://www.urbandisplacement.org/</p> <p>EPA Environmental Justice Screening & Mapping Tool https://www.epa.gov/ejscreen</p> <p>Data and Tools for Fair Housing Planning https://datacatalog.urban.org/dataset/data-and-tools-fair-housing-planning</p> <p>Assignment(s)</p> <p>Neighborhood Markets & Opportunity* (Writing Assignment) Due by Thursday 9am Small group discussion #3 (Discussion Board Posts) Due by Tuesday 9am</p>

<p>Week 6 Qualitative Assessments 5/6-5/12</p>	<p>Readings Woods, Clyde. "‘Sittin’ on Top of the World’: The Challenges of Blues and Hip Hop Geography." <i>Black Geographies and the Politics of Place</i>, edited by Katherine McKittrick and Clyde Woods, Between the Lines, 2007, pp. 47–81.</p> <p>Adams, David, and Peter Larkham. "Walking with the Ghosts of the Past: Unearthing the Value of Residents’ Urban Nostalgias." <i>Urban Studies</i>, vol. 53, no. 10, Aug. 2016, pp. 2004–22.</p> <p>Sullivan, Robert. "The Town Shrink." <i>The New York Times</i>, 23 June 2015, https://www.nytimes.com/2015/06/28/magazine/the-town-shrink.html.</p> <p>Jacobs, Allan B. "Clues." <i>Looking at Cities</i>, Harvard University Press, 1985, pp. 30–83.</p> <p>Media Some bits from William Whyte-video. https://vimeo.com/42180465</p> <p>Lessons from "The Social Life of Small Urban Spaces" https://vimeo.com/239980034</p> <p>Assignment(s) Proposing Data Collection* (Discussion Board Posts) Due by Tuesday 9am</p>
<p>Week 7 Urban Decline 5/13-5/19</p>	<p>Readings Mallach, Alan. Managing Neighborhood Change: A Framework for Sustainable and Equitable Revitalization. National Housing Institute, 2008, pp. 1–25.</p> <p>Salazar, Carlos. "The Assassination of Detroit." <i>Jacobin</i>, 14 Oct. 2014, https://www.jacobinmag.com/2014/10/the-assassination-of-detroit/</p> <p>Kurth, Joel. "Bulldoze Away: Some Detroit Neighborhoods Need Thinning Out." <i>Crain’s Detroit Business</i>, 6 July 2017, https://www.craindetroit.com/article/20170706/news/633266/bulldoze-away-some-detroit-neighborhoods-need-thinning-out.</p> <p>DeVito, Lee. "Inside Ingrid LaFleur’s Afrofuturist Mayoral Campaign." <i>Detroit Metro Times</i>, 12 Apr. 2017, https://www.metrotimes.com/detroit/inside-ingrid-lafleurs-afrofuturist-mayoral-campaign/Content?oid=3304710.</p> <p>Media Afrofuturism re-imagines Detroit’s future https://www.michiganradio.org/arts-culture/2015-08-17/afrofuturism-re-imagines-detroits-future</p> <p>Assignment(s) Small group discussion #4 (Discussion Board Posts) Due by Tuesday 9am</p>
<p>Week 8 Gentrification 5/20-5/26</p>	<p>Readings Smith, Neil. "Toward a Theory of Gentrification: A Back to the City Movement by Capital, Not People." <i>Journal of the American Planning Association</i>, vol. 45, no. 4, Oct. 1979, pp. 538–48.</p> <p>Marcuse, Peter. "Gentrification, Abandonment, and Displacement: Connections, Causes, and Policy Responses in New York City." <i>Journal of Urban and Contemporary Law</i>, vol. 28, Jan. 1985, pp. 195–240.</p> <p>Hamnett, Chris. "The Blind Men and the Elephant: The Explanation of Gentrification." <i>Transactions of the Institute of British Geographers</i>, vol. 16, no. 2, 1991, pp. 173–89.</p> <p>Lees, Loretta. "Super-Gentrification: The Case of Brooklyn Heights, New York City." <i>Urban Studies</i>, vol. 40, no. 12, 2003, pp. 2487–509.</p> <p>Checker, Melissa. "Wiped Out by the ‘Greenwave’: Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." <i>City & Society</i>, vol. 23, no. 2, 2011, pp. 210–29.</p> <p>Portland Gentrification Savitch-Lew, Abigail. "GENTRIFICATION SPOTLIGHT: How Portland Is Pushing Out Its Black Residents." <i>COLORLINES</i>, 18 Apr. 2016, https://www.colorlines.com/articles/gentrification-spotlight-how-portland-pushing-out-its-black-residents.</p>

	<p>Huseman, Jessica. "When the Neighborhood Gentrifies and the Elementary School Doesn't." <i>Slate</i>, June 2016, http://www.slate.com/articles/life/tomorrows_test/2016/06/portland_s_albina_district_gentrified_its_public_school_boise_eliot_humboldt.html</p> <p>Samuels, Alana. "The Racist History of Portland, the Whitest City in America." <i>The Atlantic</i>, 22 July 2016, https://www.theatlantic.com/business/archive/2016/07/racist-history-portland/492035/</p> <p>Media A Convening about Neighborhood Change, Displacement, and Equitable Development https://www.lisc.org/our-initiatives/community-leadership/neighborhood-change/videos/event-recording/</p> <p>Interactive tool(s) Urban Displacement Project https://www.urbandisplacement.org/</p> <p>Gentrification in America Report https://www.governing.com/archive/gentrification-in-cities-governing-report.html</p> <p>National Community Reinvestment Coalition Gentrification and Disinvestment 2020 https://ncrc.org/gentrification20/</p> <p>Assignment(s) Current Issues Response* (Writing Assignment) Due by Thursday 9am Small group discussion #5 (Discussion Board Posts) Due by Tuesday 9am</p>
<p>Week 9 Community Based Strategies 5/27-6/2</p>	<p>Readings Blomley, Nicholas. "Enclosure, Common Right and the Property of the Poor." <i>Social & Legal Studies</i>, vol. 17, no. 3, Sept. 2008, pp. 311–31.</p> <p>Kim, Esther G. "Bring on the Yuppies and the Guppies! Green Gentrification, Environmental Justice, and the Politics of Place in Frogtown, L.A." In <i>Just Green Enough: Urban Development and Environmental Gentrification</i>, edited by Winifred Curran and Trina Hamilton, 181–96. New York: Routledge, 2018.</p> <p>Blake, Rachel. "Revitalization: Not Despite Us, But Because of Us." <i>Shelterforce</i>, 15 Oct. 2013 https://shelterforce.org/2013/10/15/revitalization_not_despite_us_but_because_of_us/.</p> <p>Feldman, Nina. <i>A Radical Design Movement Is Growing in New Orleans</i>. 12 Oct. 2015, https://nextcity.org/features/urban-design-activism-socially-engaged-art-design-as-protest.</p> <p>Hurley, Amanda Kolson. "DIY Urban Planning Is Happening All over the Country. Is It Only for White People?" <i>Washington Post</i>, 27 Oct. 2016, https://www.washingtonpost.com/posteverything/wp/2016/10/27/diy-urban-planning-is-happening-all-over-the-country-is-it-only-for-white-people/.</p> <p>Barnett, Erica C. <i>How Seattle Is Dismantling a NIMBY Power Structure</i>. 3 Apr. 2017, https://nextcity.org/features/view/seattle-nimbys-neighborhood-planning-decisions.</p> <p>Day, Megab. "We Can Have Beautiful Public Housing." <i>Jacobin</i>, 13 Nov. 2018. https://jacobinmag.com/2018/11/beautiful-public-housing-red-vienna-social-housing [</p> <p>Baldassari, Erin, and Molly Solomon. "How Moms 4 Housing Changed Laws and Inspired a Movement." <i>KQED</i>, 19 Oct. 2020, https://www.kqed.org/news/11842392/how-moms-4-housing-changed-laws-and-inspired-a-movement.</p> <p>Interactive tool(s) Greater Boston Anti-Displacement Toolkit https://www.greaterbostontoolkit.org/en</p> <p>Yes In My Back Yard https://www.yesinmybackyard.org/</p> <p>Assignment(s) Peer Discussion for Developing the Draft Policy Paper* (Discussion Board Posts) Due by Tuesday 9am</p>

<p>Week 10 Accountable Development Strategies 6/3-6/9</p>	<p>Readings Wolf-Powers, Laura. "Community Benefits Agreements and Local Government." <i>Journal of the American Planning Association</i>, vol. 76, no. 2, Mar. 2010, pp. 141–59.</p> <p>A Great Leap Forward for A Neighborhood Left Behind: How One Hill Charted the Path Toward Equitable Development in Pittsburgh." The Partnership for Working Families, 16 Feb. 2016, https://www.forworkingfamilies.org/resources/publications/great-leap-forward-neighborhood-left-behind-how-one-hill-charted-path-toward.</p> <p>Seattle 2035 Growth and Equity: Analyzing Impacts on Displacement and Opportunity Related to Seattle’s Growth Strategy. Seattle Office of Planning & Community Development, May 2016.</p> <p>Jacobus, Rick. Inclusionary Housing: Creating and Maintaining Equitable Communities. Lincoln Institute of Land Policy, 2015, pp. 1–63.</p> <p><i>Common Challenges in Negotiating Community Benefits Agreements and How to Avoid Them</i>. Partnership for Working Families and Community Benefits Law Center, Jan. 2016, pp. 1–21.</p> <p>Media Jovanna Rosen, Community Development Agreements-New challenges for Urban Governance https://www.youtube.com/watch?v=v2fNLODT6n8</p> <p>Assignment(s) Final Paper Drafts – Recommended Peer Review* (Friday at 5pm) Extra Credit Due (Thursday 9am)</p>
<p>Week 11 Finals Week 6/10-6/14</p>	<p>Assignment(s) Video Presentation (Friday 5pm) Final Paper (Thursday 9 am)</p>

OVERVIEW: NEIGHBORHOOD ANALYSIS

Throughout the course, you will undertake a case study to consider the dimensions of neighborhoods and neighborhood change, including economic, social, and political perspectives, and using multiple forms of data to describe conditions and dynamics. To assure that there is comparable access to data and sources for all students, the projects will focus on four large U.S. cities: New York NY, Chicago, Los Angeles, and Houston.

You will synthesize these perspectives and data sources to create a profile of the neighborhood, identify its key ‘issues’ (with data to support defining them as such) and suggest directions for policy, programming, or planning interventions.

You will follow this case neighborhood through multiple small assignments, and finally produce a culminating report (primarily written but may also include photos, tables/graphs, maps, video). While each small assignment focuses on one dimension of data, the final report should integrate these into a holistic, multidimensional view. (In other words, you will not merely paste together the assignments with an intro and conclusion, but should reorganize the material with purpose and intention).

Your perspectives on problem definition and orientation towards solutions is likely dependent on your degree program. So, if you are a PhD student, you may be proposing research questions. If you are in the MURP program, planning regulations may be at the forefront of your mind, whereas a MSW student may see social programming possibilities.

Length guidelines are provided to focus your work. Please use 1.5 line spacing with a standard font size and margins. I suggest drafting long and then editing to the salient points, particularly for the final paper.

Week 1: Choosing A Neighborhood

Pick a neighborhood in New York, Chicago, Los Angeles, or Houston for your project. And then pick a backup neighborhood.

- You should choose neighborhoods for which you will be able to find sufficient media coverage of its issues that you can characterize current policy issues, conflicts, etc. The city's local paper and weeklies are an obvious place to start!
- Some cities have a rich blog culture. Others are routinely covered on popular urban websites like CityLab, Strong Towns, Grist, Streets blog, Next City, Planetizen, etc.
- It doesn't hurt to have some familiarity with it as a place and you may add your own observations and experiences to the work if you like.

Do some research about your top neighborhood and a smidge about your second-choice. Post in the discussion forum with the names of your neighborhoods as your thread title.

Write a meaty paragraph or two (let's say maximum 500 words) about these neighborhoods, what you do and don't know about them and how, why you find them interesting. You should talk mostly about your first-choice neighborhood.

If someone has the same top choice as you, get in touch with them to sort things out before the end of the week (note: this is not "first poster wins" situation – have a real conversation with your colleague about who should do which neighborhood). Post to the board to let us know who is doing what once you have it agreed.

Feel free to comment on people's neighborhoods if you have insights, opinions, resources . . . or make an appeal to others for their input!

Week 2: Neighborhood Detail

Tell us some more about your neighborhood. Collect news items about the neighborhood that will give you a flavor of what is happening, what issues are arising, what residents and others are saying are the problems/solutions in this geographic space.

Week 4: Racial Demographics

5 Page written assignment (inclusive of tables)

Using the city/metro for your neighborhood, use the Logan/Brown U website to assess segregation today and over time, relative to the 'big picture' of segregation in the US (described in several articles on the website).

- Describe your major conclusions/impressions about racial segregation in the city and metro for your neighborhood.
- Where does your city and metro rank versus other places, and how does its change over time relate to the overall change in segregation? [consider also how city/metro area differ]
- Which race pairs are most relevant? (how do you know?) Do different race pairs or specific measures provide different pictures of segregation in your site?

What additional questions do you have about racial segregation/integration in your neighborhood based on what you've assessed about the city/metro area? You may wish to see the longer history of race-based policymaking in your city using the Mapping Inequality project's redlining maps.

Week 5: Neighborhood Markets and Opportunity

5 pages (inclusive of tables/graphics)

Continuing with your case neighborhood, choose two of the online databases and 1-2 dimensions of your interest.

- Explain which dimensions you've chosen and why-what importance do they have for understanding neighborhoods/change?
- Describe your neighborhood with respect to these dimensions, with appropriate comparisons to its city/metro and/or to 'typical' neighborhoods to place it in context.
- How do these dimensions relate to the racial demographic data/maps you assessed last week? Is there a racialized opportunity structure in your city?

Week 6: Proposing Data Collection

3 pages text

Considering the neighborhood field survey concepts and other ways to think about neighborhoods and what they mean to people...

- What other kinds of data would you wish to have about your neighborhood that are not in these databases? [based on your own interests in planning, community development, real estate, etc.]
- How would you go about collecting it, roughly? (this is not a detailed research design, but— do you need to create a survey? Do field observations? Interviews or participatory mapping?- your ideas)

Week 8: Current Issues Response Paper

3 pages text

Find current news about your neighborhood/city to know "what's going on."

What are the major concerns or issues of neighbors, policymakers, organizations in this neighborhood? Are there major policy initiatives, or public investments planned?

Are there disputes over the issues - if so, what are the "sides" and who's affiliated with them?

How would you characterize neighborhood conditions and change based on this 'word on the street, so to speak?

Week 9: Developing the Draft Policy Paper

Begin to think about policy responses—city, state, federal—that would address the current issues in your neighborhood as you've identified them in terms of the data and news from previous weeks' assignments. Share some ideas, knowing that you will think more deeply as you do your continuing writing. Your program does not need to be comprehensive and may reflect your own disciplinary/professional background.

- What are the existing proposed and potential policy responses to the issues you've identified? In other words, as you identified current issues last week, what are the ideas under discussion for addressing those? What understanding of the neighborhood/change do they evince?
- Based on your current understanding, what approaches would you choose or suggest (if different from what is currently on the table)? If your policy ideas suggest a different formulation of the neighborhood's issues/problems than what seems to be under discussion there, explain that.

Comment on each other's ideas, and see if you can support each other's finding best practices and policy ideas, based on your knowledge and fields of study. You should have some dialogue with one another.

Week 10: Final Project

10-12 pages text; additional charts/diagrams/maps if useful

The final report should be a synthesis of the prior weeks' work, not just a copy/pasting of each week's assignment into one long document. Be sure to revisit your work, and reconsider your preliminary assessments based on the additional concepts, data, and news you've learned.

Describe your chosen neighborhood, using multiple dimensions and sources of data and evidence. What are its conditions and how is it evolving? What are the most important issues or problems in the neighborhood, and how would you propose addressing them with policy/planning?

Your report should provide analysis and interpretation from evidence, providing a complex picture of a neighborhood contextualized within its city/metro area. Don't avoid identifying conflicting evaluations and points of view. Your assessment of the most important issues and ways to respond to them should follow logically from the data and assessment you present.

Week 11: Final Report & Presentation Video

Create and upload a video of 5 minutes maximum of you presenting your key findings using the following tools within the allotted time.

- Zoom
 - Convert to a QuickTime file

I strongly encourage you all to watch one another's videos so we can all leave the course having learned more about a range of neighborhoods and cities!