

Spring Term 2024

USP 301U - Introduction to Community Development

Portland State University – School of Urban Studies and Planning

Instructor: Steph Routh

Contact: srouth@pdx.edu (preferred), voicemail: 971.506.8385

Day/Time: Tuesday/Thursday 10:00am-12:00pm

Classroom: University Pointe #232

Course questions? Post to Q & A forum discussion boards in Canvas, or email srouth@pdx.edu

Key Links

If clicking on them doesn't work, cut and paste them into the browser address bar, be sure to delete spaces.

For Our Course Only	
Course Canvas shell	https://canvas.pdx.edu/courses/37472
Our class research guide from PSU Library	https://guides.library.pdx.edu/usp301
Week by week list of readings and due dates (with links!)	📅 USP 301U Week by week
For Steph's Classes	
Book an office hours appointment by April 30th	https://calendly.com/steph-routh/student-check-ins
Join your office hours meeting	Zoom (you should have the link in a calendar invitation sent to you upon booking time with me) or call 971.506.8385 (if you indicated phone)
List of Community Events/Meeting (for extra points)	📅 List of Community Events/Meetings
For All PSU Activities	
Search course reserves at PSU Library	https://library.pdx.edu/research/course-reserves
Get help with Zoom, Google Workspace etc. (until midnight)	https://www.pdx.edu/technology/support
Get help when you can't find a reading based on the citation, get research	https://library.pdx.edu/services/ask-a-librarian/

What We're Studying

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://singclusters.unst.pdx.edu>

Learning Outcomes

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:

- 1) Be familiar with major CD programs in the U.S. and the “alphabet soup” of relevant abbreviations
- 2) Discuss rationales for community development and the consequences for racial and social justice
- 3) Collaborate with peers to analyze CD programs and organizations to identify community served, theory of change, and impact
- 4) Delineate the roles of different actors in the CD realm and describe the skills used by CD practitioners to do their work

Course Materials

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 to use the archives for the Medoff and Sklar book.

MAIN TEXTS

DeFilippis, J., & Saegert, S. (Eds.). (2012). *The community development reader (2nd ed.)*. Routledge.

Abbreviation in syllabus overview: "D & S"

Access through PSU library

Medoff, P., & Sklar, H. (1994). *Streets of hope: The fall and rise of an urban neighborhood*. Boston, MA: South End Press.

Abbreviation in syllabus overview: "M & S"

Please purchase a hard copy of this book. You may also be able to access a scan of it a https://archive.org/details/streetsofhopefal00medo_0

Phillips, R., & Pittman, R. (Eds.). (2014). *An introduction to community development (2nd ed.)*. Routledge.

Abbreviation in syllabus overview: "P & P"

Access through PSU library

ADDITIONAL TEXTS

Ledwith, M. (2016). *Community development in action: Putting Freire into practice*. Bristol University Press/Policy Press.

Access through PSU library

Navigating the Course Shell

Elements of the course shell have been imported from prior courses, and I may not catch errors or hide/unhide everything appropriately. If there is conflicting information or something seems to be missing or out of place, please post to the Q & A forum or email me immediately so I can address the situation.

Reading/writing tools that you might find helpful:

<https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing>

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 cutpoints 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
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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

WAYS TO EARN POINTS

Your final grade is based on the total number of points that you earn. While I will compute your letter grade out of 100 points, there are way more than 100 points available. This gives you a huge advantage! The scoring system is designed assuming that you will miss things here and there, but you get extra points if you don't. Optional extra credit activities provide another way to boost your score.

	Assigned points	Extra points?	Max total pts.
Engagement with the class and community (“Participation”) Office hours appointment: 2 points Weekly In-Class Participation: 20 points Courtesy (responsiveness to classmates, courtesy in emails and posts): 2 points Optional activities (see extra credit spreadsheet, coming soon!), such as doing a workshop, or attending a community event, can also get you extra points. Maximum total optional points is 5.	24	5	29
Engagement with readings Weekly reading summary (seven x 3 points) – required week two, then take off two weeks of your choosing, or do them every week for more points	21	Do every week	27
Case study research project Mini-bibliography: 3 points Annotated bibliography: 5 points First paper draft: 5 points Peer review: 2 points Final paper: 10 points	25	n/a	25
Economic development analysis: 10 points	10	n/a	10
Final exam	20	n/a	20
TOTAL POINTS	100		108

Overview of assignments and activities—more details to be provided

The purpose of the smaller assignments is to give you credit for habits of good scholarship (i.e., interacting with classmates, taking note about your reading). Larger assignments are about practicing core scholarly skills in the topic area of community development.

Engagement with readings

Through weekly reading summaries you will identify the main ideas in readings and summarize complex content.

Class participation

There are many ways to engage with your peers. Asking and answering questions and advancing the dialog are the most obvious. Helpful and courteous communication in writing (emails and Canvas) is another. You will also have the option of participating in events in the larger PSU community for extra credit.

Research paper – a.k.a. community development corporation case study

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

Final exam

Untimed essay questions about the material covered throughout the term. The final will be submitted on Canvas; the questions will be available for at least 24 hours.

Extensions - grace periods and accommodations for life stuff

Deadlines are meant to keep you moving through the course material without getting bogged down. Instead of giving people extensions when they encounter difficulties, I include a grace period on most assignments. If you are having trouble completing something within the grace period, please email me to let me know what is going on. I may propose an alternative assignment to help you stay on track. Do not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind.

Expectations for assignments

With thanks to Dr. Bates' categorization of student work:

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

B assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.

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

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

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a top grade, but they don't guarantee one. I evaluate what you turn in, not what you are capable of. Through your work, you earn points; I do not start from 100% and "dock" you for shortcomings.

All submitted assignments should include student name, date, and course number clearly visible on the first page, ideally in the top right corner.

Sustaining a Learning Community

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

Learning in unprecedented times

From the COVID-19 pandemic, uprisings for racial justice, floods, fires, and violence . . . we are all going through a lot. I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If health, technology, caregiving etc. complications are influencing your learning, please let me know so that we can make adjustments accordingly. I aim not to penalize you for the impact of these challenges on your performance. Communication is key, please reach out if you are feeling frustrated, overwhelmed, etc.

Meaningful conversations (adapted from Beth Duckles)

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. You are always free to express your own opinions, however you must be ready to consider those opinions using a social science lens. You are always free to disagree with the conclusions of your professor, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

Participation and group support

Being a supportive community member in this space requires that you:

- Complete as many assignments and activities as possible, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding; digest and process what other people have said before sharing your thoughts
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help. Try to solve problems with the resources provided by the instructor—including seeking help from classmates—but speak up if you get stuck.
- Build mastery (or at least continual improvement!) of netiquette and core technology skills

- Respect that people have a lot going on outside the classroom . . . so we all need to relax our expectations and be forgiving about the things listed above
- Challenge yourself to look beyond your experience to understand other people's experiences and worldviews

Some specific goals

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity of the PSU community be viewed as a resource, strength, and benefit for our class. I aim to present materials and activities that are inclusive of diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I also strive to help students put their work in local context, which includes the history and present of expropriation of land from communities including Indigenous peoples and successive denizens. The PSU Conflict Resolution program has prepared an excellent short summary of the land around PSU to support this endeavor: <https://www.pdx.edu/conflict-resolution/land-conflict-acknowledgement>.

Further, following are some specific aspects of Dr. McGrath's teaching style that I seek to honor.

People first

All the information one might want is available without enrolling in college, yet we all choose to be here: to be together, learning in community. I try to get to know my students so that I can help them best achieve their goals. I encourage you to get to know your classmates so that you may benefit from their insights and support. A person's ideas stem from who they are, so having meaningful dialog requires understanding ideas and the context from which they came. Before critiquing, seek to understand.

Trauma-awareness

Whether it's recent world events or things that have happened in our life stories, many of us have experienced trauma that affects our capacity to feel safe, build relationships, and learn. Women, people of color, people with disabilities, people who have experienced housing or financial instability, LGBTQ+ people are at elevated risk of experiencing trauma—so paying attention to it is another way of fostering equity. When it comes to teaching, this is a humble journey of trying to lead with empathy, providing structure for students, and empowering them to chart their own course.

Countering oppression

Core to the practice of community development is honoring people's dignity and creating spaces that encourage equitable participation and power-sharing. This requires active effort because it is a radically different paradigm from the larger society. I am particularly inspired by the Movement for Black Lives' calls to imagine a more just future. Some ways this manifests in my teaching are efforts to . . .

- Center the margins: seeking out materials authored by and/or depicting the stories of people who have historically been marginalized

- Interrupt oppressive speech: “calling in” people whose actions may be doing (unconscious or otherwise) harm to others
- Recognize the effect of trauma as well as its differential impacts (see above)
- Apply an equity lens to decision-making
- Use a critical race lens to identify and name racism and other structural oppression

I appreciate your support and feedback on this process. For your part, I expect you to be thoughtful about your own identity and attentive to power dynamics in the classroom, contributing to an environment where everyone can grow. If you would like to learn more about anti-racism in academia, the Academics for Black Survival and Wellness collaborative maintains this resource list.

Communication

Time-sensitive communication from the instructor will occur via Canvas announcements.

Students should be proactive about communicating with each other via email; you are great resources for each other! Be conscious of the best medium to achieve your communication goal as well as being clear and courteous with your communication partners.

Students should aim to check their PSU email at least once a day and respond to emails within one business day. Students should log into Canvas as needed during the workweek; for most people this will probably mean several logins to do activities or review new items that have cropped up. The instructor will uphold these same standards.

Q & A forum

If you have a question about the course, please post to the Q & A forum in Canvas. You are also encouraged to answer other people’s questions! I recommend that you subscribe to get an instant notification from Canvas when something has been posted in the forum. If you get a notification that a grade changed or disappeared, wait a while and check back before following up. Sometimes the instructor is fiddling with the gradebook and Canvas sends you a notification that she doesn’t know about; usually the weird item will clear up after the fiddling is complete.

Emailing the instructor

Email should be used for issues that affect only one student or are personal or confidential in nature (e.g., you have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your line and make it clear who the sender of your message is.

Office hours

Office hours appointments are a great way to get support and input on your work, as well as build a relationship with the instructor. Meetings occur via Zoom video conferencing, but you can call in with just a phone if you don’t have good bandwidth for video or just don’t want to “Zoom.” Book appointments online.

Unauthorized distribution of course material

Students are prohibited from distributing text or images from the Canvas shell—e.g., cutting and pasting comments from a discussion board—without prior consent of the instructor or student poster. Our classroom is a private space; to protect everyone’s learning and psychological safety, refrain from sharing personal comments, screenshots etc. with anyone who is not in the course.

University Policies and Resources for Student Success

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at:

<https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student’s own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center and your instructor are available to support you as you learn appropriate practices of scholarship and attribution. Instead of being freaked out that you are going to plagiarize by accident, ask for help! I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.

Access and inclusion for students with disabilities

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

environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Title IX and mandatory reporting

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/ or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-894-7982 or by scheduling on-line (psuwr.cyoucanbook.me). You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>. For more information about PSU's expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resourcesstudent-module>.

Cultural Resource Centers

Find social, professional, and academic opportunities:

<https://www.pdx.edu/cultural-resourcecenters/>

Multicultural Student Center

La Casa Latina Student Center

Pan African Commons

Pacific Islander, Asian, Asian American Student Center

Middle Eastern, along with North African, South Asian Student Center Initiative and

Native American Student & Community Center

Other affinity centers

Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>

Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>

Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>

Resource Center for Students with Children: <https://www.pdx.edu/students-withchildren/>

Other resources

Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things (open until midnight!): <https://www.pdx.edu/technology/support>

Writing Center: <https://www.pdx.edu/writing-center/>

Legal advice, financial counseling, and more:

<https://www.pdx.edu/dean-studentlife/student-resources>

Basic Needs Hub offers help with food, housing, etc.:

<https://www.pdx.edu/deanstudent-life/basic-needs-hub>

Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. The USP DEI committee offers a helpful rundown on their website at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

Technology Competencies

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help with skills you are still mastering.

If you have problems doing any of these, contact the Office of Information Technology Helpdesk for help:

1. Use the Canvas course management system
2. Set up and participate in videoconferences, e.g., Zoom, Google Meet
3. Troubleshoot tech problems
 - a. Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
 - b. Seek help from peers
 - c. Seek help from the OIT helpdesk
 - d. Devise an alternate means of completing assignments when tech failures occur
4. Use “cloud” services
 - a. Collaborate with others using Google Drive folders
5. Use the Google Workspace applications, such as Docs, Sheets, Forms, Sites, Slides and the comparable applications in the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at www.libreoffice.org]
 - a. Use spreadsheet software to . . .
 - i. enter numbers and text into a spreadsheet
 - ii. write simple formulas to process the numbers in your spreadsheet

- iii. create and format tables from the numbers in your table
 - b. Use MS Word to . . .
 - i. set the line spacing of a paragraph
 - ii. set the indentation of a paragraph (e.g., first line indent by .5", use hanging indents . . .)
 - iii. set the margins of document
 - iv. set the orientation of a page (landscape vs. portrait mode)
 - v. use section breaks to create a document that has different layout in different sections
 - vi. insert an image or table into a text document
 - vii. format headings using the Styles function
6. Create and transform digital and physical documents
 - a. Convert any image or document type to a PDF file
 - b. Combine multiple documents into one PDF
 - c. Make a digital version of a document (.pdf) using a scanner or scanning app (e.g., CamScanner)
 - d. Record audio, video, and still images using a computer, tablet, or cell phone and upload these files to a shared drive, cloud server, or website
 - e. Export and import Microsoft Office file types to Google Workspace If you have problems doing any of these, Ask a Librarian for help:
7. Find a resource in the PSU library based on a citation – including watching streaming video
8. Select the appropriate database for a topic you are researching
 - a. Find the full-text of a library resource based on a citation your find in the database
9. Use a course library guide to access resources relevant to course assignments

Tentative Course Calendar

D & S = The community development reader (2nd ed.) **

M & S = Streets of hope: The fall and rise of an urban neighborhood**

P & P =An introduction to community development (2nd ed.) **

** means find reading in PSU Library and Ask a Librarian if you need help

Here is the week by week readings and due dates:

<https://docs.google.com/document/d/1gZxmUIQ8AYsRf4dW-3vezSGza1E2xRhkF47JqyzceQs/e/dit?usp=sharing>

week of/topic	Special schedule for the first week - complete tasks by Friday 5pm
1 – April 2nd Intro to CD & each other	Read: Ledwith, M. (2016). “Principles of community development.” In Community development in action: Putting Freire into practice (pp. 5-20). Bristol U. Press/Policy Press.** Access through PSU library – Ask a Librarian if you need help Schedule: book an office hours appointment to be completed by April 30th

Regular weekly schedule starts in week 2! Before Tuesday 10am: Complete reading for that week’s module	
2 – Apr. 9th Development & underdevelopment	Read: Phillips & Pittman [P & P] chapter 7 by Vincent on CD practice Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. Transforming Anthropology, 15(1), 3-25.** DUE Tuesday 5pm: reading summary
3 – Apr. 16th Getting to know DSNi	Read: Medoff & Sklar [M&S] intro-ch. 1 DUE Tuesday 5pm: reading summary DUE Friday 5pm: mini-bibliography
4 – Apr. 23rd Federal gov’t: a complex legacy	Read: DeFilippis and Saegert [D&S] chapter 2 (by O’Connor – federal policy in poor communities). DUE Tuesday 5pm: reading summary
5 – April 30th Economic development	Read: [BOTH ON CANVAS – see “readings” module] 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

	<p>of color. Solidarity Economy Initiative [read pp. 1-11, 34-39, and one case of your choice from the middle of the report] DUE Tuesday 5pm: reading summary DUE Friday 5pm: annotated bibliography, office appointment</p>
6 – May 7th CDC functioning	<p>Read: D&S Ch. 6 (by Glickman and Servon about CDC capacity) AND Ch. 42 (by Stoecker, critiquing CDCs) DUE Tuesday 5pm: reading summary, DUE Friday 5pm: economic development essay</p>
7 – May 14th Community building	<p>Read: M&S 2-4 Skim (don't need to summarize): Ch. 9 P & P by West et al. about establishing CBOs DUE Tuesday 5pm: reading summary,</p>
8 – May 21st Land, redevelopment & local gov't	<p>Read: M&S Ch. 5; Philipsen, K. (2017, April). The shady role of urban development corporations. Community Architect. https://archplanbaltimore.blogspot.com/2017/04/the-shadyrole-of-urban-d-evelopment.html DUE Tuesday 5pm: reading summary DUE Friday 5pm: paper draft</p>
9 – May 28th Financing CD	<p>Read: M&S Ch. 6; CNote. (2019). An overview of the CDFI industry. - More optional info at https://www.mycnote.com/blog/what-is-a-cdfi-communitydevelopment-financial-institutions-explained/ - N.B. CNote is a for-profit corp. DUE Tuesday 5pm: reading summary, DUE Friday 5pm: peer review report</p>
10 – June 4th Synthesis	<p>Read: Hoang, T. (2021, January 12). Advancing antiracism in community development. Shelterforce. https://shelterforce.org/2021/01/12/from-resources-to-poweradvancing-antiracism-in-community-development/ DUE TUESDAY 5pm: reading summary DUE Friday 5pm: extra credit activities (no grace period), final paper</p>
EXAM WEEK	<p>Exam posted by Monday 9am on Canvas, due Tuesday, June 11th @ 5pm</p>