

Fall term 2024  
**USP 301U – Introduction to Community Development (4 credits)**  
*Portland State University – School of Urban Studies and Planning*  
Monday/Wednesday 11.30am-1.20pm  
Shattuck Hall Room 210

*Instructor:* Moriah McSharry McGrath, PhD, MPH, MSUP  
*Office hours:* rotating, schedule online at:  
<http://www.meetwithmoriah.youcanbook.me>  
*Course questions outside of class:* post to Canvas “Q &A forum”  
*For personal matters:* e-mail [moriah@pdx.edu](mailto:moriah@pdx.edu)

*Name and contact info for classmates sitting near you:*

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**FINAL EXAM:** due Thu., Dec. 12<sup>th</sup> at 2.20pm on Canvas (untimed, can be taken from any location)

### Key links

Find and share collaborative files from this course in shared Google Drive folder (includes slides from class)	<a href="https://drive.google.com/drive/folders/1ApczearnzCWOQIEU50EjHGGuQi4vcph-t">https://drive.google.com/drive/folders/1ApczearnzCWOQIEU50EjHGGuQi4vcph-t</a>
Look up course reserves at PSU Library	<a href="https://library.pdx.edu/research/course-reserves">https://library.pdx.edu/research/course-reserves</a>
Join your office hours appointment (see booking link above)	<a href="https://pdx.zoom.us/my/drmcgrath">https://pdx.zoom.us/my/drmcgrath</a> or call (971) 247-1195 and enter meeting ID 782 559 6646
Find a community activity to attend for extra credit	<a href="https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3culOcIoD2CntrNaCh">https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3culOcIoD2CntrNaCh</a>
Let me know if you're going to miss class	<a href="https://forms.gle/jKZec9JeVutCzTgMA">https://forms.gle/jKZec9JeVutCzTgMA</a>
Course Google Chat room (optional)	<a href="https://canvas.pdx.edu/courses/58574">https://canvas.pdx.edu/courses/58574</a>
Course Google Chat room (optional)	<a href="https://chat.google.com/room/AAAAla8hQI4?cls=7">https://chat.google.com/room/AAAAla8hQI4?cls=7</a>

### 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.”

### How this course fits

This course contributes to the Community Studies cluster in the University Studies general education program; you can view updated information about clusters at: <https://www.pdx.edu/university-studies/sinq-junior-clusters>. You can read about the overall goals for the University Studies program at: <https://www.pdx.edu/university-studies/program-learning-goals>.

This course is offered by the School of Urban Studies and Planning, which is an academic department in the College of Urban and Public Affairs. You can read about our academic programs and courses in the [PSU Bulletin](#). To speak with the faculty member who oversees undergraduate programs, e-mail [Cuspmajor@pdx.edu](mailto:Cuspmajor@pdx.edu). Syllabi from prior offerings of USP courses are available on the School website ([undergraduate](#), [graduate](#)).

### Learning outcomes

The course activities will help work 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

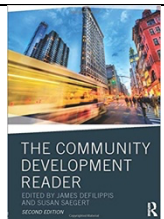
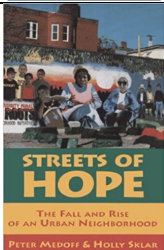
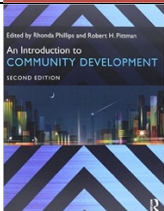
### Assignments and activities may change!

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. Please keep up to date with the latest syllabus on Canvas.

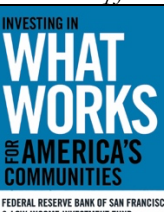
### Course materials

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 a hard copy of the Medoff and Sklar book.

Our main texts are:

	<p>DeFilippis, J., &amp; Saegert, S. (Eds.). (2012). <i>The community development reader</i> (2nd ed.). Routledge.</p> <p>Abbreviation in syllabus overview: “D &amp; S”</p> <p>Access through PSU library</p> <p>APA format to use when citing chapters: “book section,” since it’s an edited volume where different authors wrote each chapter</p>
	<p>Medoff, P., &amp; Sklar, H. (1994). <i>Streets of hope: The fall and rise of an urban neighborhood</i>. Boston, MA: South End Press.</p> <p><b>Please purchase a hard copy of this book.</b> You may also be able to access a scan of it a <a href="https://archive.org/details/streetsofhopefal00medo_0">https://archive.org/details/streetsofhopefal00medo_0</a></p> <p>Abbreviation in syllabus overview: “M &amp; S”</p> <p>APA format to use when citing chapters: “book,” since it’s all by the same authors</p>
	<p>Phillips, R., &amp; Pittman, R. (Eds.). (2014). <i>An introduction to community development</i> (2nd ed.). Routledge.</p> <p>Abbreviation in syllabus overview: “P &amp; P”</p> <p>Access through PSU library</p> <p>APA format to use when citing chapters: “book section,” since it’s an edited volume where different authors wrote each chapter</p>

Additional helpful books we’ll read sections of:

	<p>Andrews, N. O., Erickson, D. J., &amp; Faber Taylor, A. (Eds.). (2012). <i>Investing in what works for America's communities: Essays on people, place &amp; purpose</i>. Federal Reserve Bank of San Francisco. <a href="https://www.frbsf.org/community-development/publications/special/investing-in-what-works-american-communities-people-place-purpose/investing-in-what-works-for-americas-communities-table-of-contents/">https://www.frbsf.org/community-development/publications/special/investing-in-what-works-american-communities-people-place-purpose/investing-in-what-works-for-americas-communities-table-of-contents/</a></p>
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Read online (plain old internet)

APA format to use when citing chapters: “book section,” since it’s an edited volume where different authors wrote each chapter



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

Access through PSU library

APA format to use when citing chapters: “book,” since it’s all by one author

Other materials are listed in the bibliography at the end of the syllabus. Readings may be added/changed as the course goes on.

### Learning outcomes

In the context of broader learning goals for the junior cluster, University Studies, and the PSU bachelor’s curriculum, the activities in this will support students to achieve the following course-specific outcomes:

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

### ASSIGNMENTS AND EVALUATION

Please keep PDF versions of all of your submitted assignments in the event of clerical errors.

The following final grades will be given for the following number of *TOTAL POINTS*

*ACCUMULATED:*

Points	<60	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

### Expectations for assignments\*

A general rubric for 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 high grade, but they don’t guarantee one. I evaluate what you turn in,

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\* Adapted from Lisa K. Bates.

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. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.

Do not rely on citation generators, including the citation button in the PSU Library catalog. To learn how to use citation generators effectively, see this helpful article:

[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_citation\\_machines\\_responsibly.html](https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html). Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

### Ways to earn points

The table below lists the activities students are expected to complete, and the maximum number of points they can earn through each one. The course is designed with some wiggle room: there is one “freebie” each for attending class and submitting the repeat assignments, which means that there are more than 100 points “on the table,” if you would like collect more.

	points	extra options?	max pts.
<i>Engagement with readings</i> Weekly reading summary (3 points x seven) – required week two, then take off a week of your choosing	21	do every week	24
<i>Engagement with the class and community</i> Attendance and timeliness (1 point per class session, one “freebie” absence = 18 points) High quality participation (5 points): engagement in classroom activities responsiveness on Canvas, professionalism in e-mails  Optional activities, such as coming to office hours, doing a workshop, or attending a community event, can get you extra points (see spreadsheet) to make up for absences or less-than-perfect grades on other things	23	lots!	30
Economic development site visit and essay	10	n/a	
<i>CDC case study research project</i> Mini-bibliography: 2 points Annotated bibliography: 4 points First paper: 10 points Final paper: 15 points	31	n/a	
Final exam	16	n/a	
<b>TOTAL:</b>	<b>101</b>		

Supplemental activities (“extra credit”) can also be to compensate for times when you need to miss class due to health issues, religious observance, mental health days etc. (Extra credit is designed to be more difficult than regular assignments, since I would rather you do the regular ones!)

There are two types of extra credit submissions:

- Essay (maximum 2 points): read or watch something related to the course and write a short essay that summarizes the goals of the event, the most important and interesting things you learned, and how you see the event connecting to course content
- Campus activity (maximum 1 point): attend an event or training on campus and submit a short paragraph about what you did and what was interesting/new to you

A maximum of 10 points from freebies and other extra credit can be applied to your final course grade. You may only receive credit for a given activity in one course at a time. E-mail the instructor if you have a suggestion of a course-related activity that students could attend for extra credit; allow one week for review. Opportunities must be free and open to the PSU community.

### **Overview of assignments and activities—more details provided 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, summarize complex content, and practice APA style reference list entries.

#### *Engagement with classroom and campus*

There are many ways to engage with your peers. Showing up, listening, and asking good questions in the most obvious. Helpful and courteous communication in writing (e-mails and Canvas) is another. You also have the option of participating in events in the larger PSU community.

#### *Economic development site visit*

You will go to a local economic development project (bring your friends!) and write up what you find, through a CD lens.

#### *Research paper – a.k.a. comparative 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 sessions will offer additional research support.

*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.

### **Being late, missing class, getting sick, work and family pressures, misc. unanticipated events**

Students are expected to attend all classes. However, it is understood that life sometimes intervenes. As soon as you know that you need to miss class for any reason, please fill out the Google Form (see link above). When you miss class, consult with another student about what was covered. You are responsible for knowing the material that was discussed and being up-to-date on changes to the syllabus. If you are confused about what happened when you were absent, make an office hours appointment.

Students have one “freebie” unexcused absence and two freebie late arrivals/early departures. If you are unwell or have been exposed to an infectious disease, please do not come to class. You will not be unduly penalized for health-related absences; there is no need to provide proof of illness unless requested. You can do extra credit activities to earn participation points to make up for classes that you miss due to illness, athletics, religious observance, professional opportunity etc.

**If you miss class 6+ times or are late/leave early 10+ times you will fail the class** unless we have had a chance to discuss the situation and make alternative arrangements.

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 e-mail immediately. I will work with you to figure out ways to support your success. I try hard not to pass judgment on the barriers you face to success; instead, I want to work with you to mitigate them. If you are struggling with an assignment, get in touch BEFORE it is due.

#### *~~Extensions~~ Grace periods*

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 e-mail 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.

There is a grace period until Friday at 5pm for reading summaries; after that point, the boards lock and extensions are not possible. If you are getting behind on the case study, contact me immediately. The research project assignments are designed to build on each other, so an extension will not help matters—but we can talk about other things that will!

#### *Incomplete grades due to personal emergencies*

When students who were previously on track in the experience an event that prevents them from completing the course in a timely manner, the instructor has the discretion to issue an Incomplete (“I”) as the course grade. This extends the timeline the student has to complete the course, and has no impact on their GPA. Students do not have a right to receive or demand an Incomplete grade. The Office of the Registrar’s website has [the full Incomplete Grades policy](#).

### **Expectations for assignments**

I subscribe to the 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. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.



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[https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_citation\\_machines\\_responsibly.html](https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html). Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

### Universal accommodations

Following the principles of Universal Design, my courses incorporate a variety of accommodations that are necessary for people with certain needs (disability, religious observance, personal situation), but may be helpful to others as well. These include the attendance and grace period policies as well as the use of untimed and open-book assignments. Each week, I provide a PDF of slides that I anticipate using in the course Google Drive folder so that students may follow along.

### 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

Every term, this section of the syllabus needs updating due to the latest crisis. Epidemics, political divisiveness, wars, strains on the higher education system . . . 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 you are struggling, let me know so that we can discuss accommodations.

Our shared challenge is building a space where all students in this class feel psychologically safe to learn—which is hard, because sometimes one person's needs come into conflict with another's. Peace and justice begin with how we treat each other in this space. I hope that we can begin from a place of mutual respect and being gentle with each.

#### Meaningful conversations†

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. While you are free to express your opinions, you must be ready to consider those opinions using a social science lens. You also have an obligation to consider how the way that you express your opinion will affect others in the class. You are always free to disagree with the conclusions of your instructors, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

#### Participation and professionalism

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

- Prepare fully for class (review readings, write down questions you'd like to discuss)
- Foster a supportive learning environment by engaging in respectful dialog—this includes active listening and awareness of classroom power dynamics!
- Connect your comments to classroom materials; when bringing in life experience or other courses, make the links explicit

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† adapted from independent scholar Beth Duckles

- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.
- Use technology responsibly

## Communication

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

PSU e-mail should be checked at least daily and messages answered within one business day whenever possible.

Students should be proactive about communicating with each other both inside and outside the class. If you have a simple logistical question (What are we supposed to read this week? When is the assignment due?), you should ask a colleague—after checking the syllabus. Google Chat is a great tool for instant communication for PSU peers – without giving out your personal cell phone number! Our class has a shared Google Chat space if you would like to use it. By all means, if students are confused after consulting each other, let the instructor know! If the issue cannot wait until the next class meeting, please post to the Canvas Q &A forum.

Questions about assignments should be asked in class, well before the due date. E-mails with questions whose answers can easily be found in the syllabus, Canvas shell, or assignment instructions will go unanswered.

Mindful, clear, and courteous communication will enhance everyone's learning experience. Repeated unprofessional communication will affect your participation grade. Choosing the right communication medium is just as important as what you say and how you say it.

*Good for the classroom session, when everyone can participate:*

- questions about assignment expectations
- help needed to find appropriate resources to complete an assignment
- questions about readings
- current events that are related to the course's content (can also post on Q & A forum)

*Good for e-mail, because it's personal and/or demands that the instructor to look up or record administrative data:*

- questions about how to access a campus resource
- concerns about group dynamics (give me a heads-up so I can try to help support the group)
- notifying the instructor about something going on in your life that could affect your participation
- grade errors on Canvas

→ To ensure that your e-mail gets the appropriate attention, be sure to write a professional message! Laura Portwood-Stacer has some tips (though I could do without meaningless niceties and restatements of requests): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

*Good for office hours, because the item is complex:*

- not understanding why you got a certain grade
- talking about graduate school
- an ongoing personal challenge that is affecting your learning

*Good for the Canvas Q & A Forum, because it affects everybody and is outside of class time:*

- problems with the Canvas shell, such as broken links, hidden assignment dropboxes etc.



- follow-up on something that we addressed in class (e.g., “what was the name of that organization that x mentioned?”)

### Speaking of Canvas . . .

To keep track of important information, make sure that your Canvas notification settings are appropriate to your needs. For example, you probably want to get notifications of announcements from the instructor and maybe of posts to the Q & A 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.

My face-to-face courses use Canvas lightly. If you have set up the notifications described above, you will only need to log into the course shell when you have assignments due.

### MY TEACHING GOALS

Teaching is a humbling journey of trying to lead with empathy, provide structure for students, and empower them to chart their own course. As a White upper-middle class educator and community member, I am on a lifelong journey to work against oppression and particularly racism. Some aspects of my pedagogy bear particular mention.

#### *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 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.

#### *Trauma-awareness*

Whether it's recent world events or things that have happened in our life stories, many of the people in our class have experienced trauma, which affects people's 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.

#### *Countering oppression*

Core to the practice of community development is honoring people's dignity and creating spaces that encourage equitable participation and power-sharing. I am particularly inspired by the Movement for Black Lives' calls to imagine a more just future. In my teaching, this manifests in 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
- Apply an equity lens to decision-making
- Use a critical race lens to identify and name racism and oppression when I see it

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 that may benefit students from diverse backgrounds. If you would like to learn more about

anti-racism in academia, the Academics for Black Survival and Wellness collaborative maintains this resource list:

[https://docs.google.com/spreadsheets/d/1PakgQkLLZ5kk6EuUw6F7PKkbGXiEZxyt8Q\\_Bm1zEZzQ](https://docs.google.com/spreadsheets/d/1PakgQkLLZ5kk6EuUw6F7PKkbGXiEZxyt8Q_Bm1zEZzQ)

## 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 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 is available to support you as you learn appropriate practices of scholarship and attribution. You can also post to Canvas or come to office hours for help. 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.**

### *Turnitin*

Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detecting unoriginal writing, including plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

### *Sharing course materials*

It is unacceptable to copy or share course materials, text, or images from/of your classmates or the instructor in any space outside of this course. This includes social media and commercial websites such as Course Hero or Chegg.

Recording and photography are not permitted in the classroom without prior consent of the instructor or documentation by the Disability Resource Center.

### *Artificial intelligence tools<sup>‡</sup>*

I would prefer that you not use AI tools to do your coursework, because doing so will slow your learning at the synthesis and analysis skills that are central to the social sciences. But if you insist: AI-based assistance should be treated the same way as collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your

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<sup>‡</sup> adapted from David Joyner at Georgia Institute of Technology

assignment anything that was not written directly by you without proper citation (in-text citation, reference list at the end of the document, and quotation marks for any verbatim). Tips for avoiding trouble:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

### **Access and inclusion for students with disabilities**

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.

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

If you already have certified accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

### **Sexual misconduct**

Title IX<sup>§</sup> and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. 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-resources-student-module>.

Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>.

### **Cultural Resource Centers**

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>  
Includes 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/>

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<sup>§</sup> of the federal Education Amendments of 1972

- 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-with-children/>

#### Other resources

- Writing Center: <https://www.pdx.edu/writing-center/>
- Basic needs hub (help with food, housing, etc.): <https://www.pdx.edu/dean-student-life/basic-needs-hub>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>

#### 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. A helpful rundown of options from the School of Urban Studies and Planning is 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](#) for help:**

- Use the Canvas course management system
- Participate in videoconferences and chats using university-provided software, e.g., Zoom, Google Meet, Google Chat
- Troubleshoot tech problems
  - 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)
  - Seek help from peers
  - Seek help from the OIT helpdesk
  - Devise an alternate means of completing assignments when tech failures occur
- Use “cloud” services
  - Collaborate with others using Google Drive folders
- Use the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at [www.openoffice.org](http://www.openoffice.org)]
  - Create and save documents in all Microsoft Office file types
  - Use spreadsheet software (Excel, but also applies to Google Spreadsheets)
    - enter numbers and text into a spreadsheet
    - write simple formulas to process the numbers in your spreadsheet
    - create and format tables from the numbers in your table
  - Word processing (MS Word)
    - set the line spacing of a paragraph
    - set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents)
    - set the margins of document
    - set the orientation of a page
    - use section breaks to create a document that has different layout in different sections
    - insert an image or table into a text document
- Create and transform digital and physical documents
  - Convert any document type to a PDF file
  - Combine multiple documents into one PDF
  - Use a scanner or scanning app such as CamScanner to make a PDF of a document
  - Record audio, video, and still images using a computer, tablet, or cell phone; upload these files to a shared drive, cloud server, or website

**If you have problems doing any of these, [Ask a Librarian](#) for help:**

- Find a resource in the PSU library on the basis of a citation – including watching streaming video
- Select the appropriate database for a topic you are researching
- Identify search terms and execute a query in a database

**TENTATIVE COURSE CALENDAR – PRINT OUT THESE PAGES IF YOU CAN!**

<p><b>regular weekly schedule starts:</b>  <b>Due Monday @ 9am:</b> reading summary for the week's reading readings (read before Monday)  <b>Due Wednesday @ 9am:</b> other assignments</p>		
<i>week of/topic</i>	<i>MONDAY</i>	<i>WEDNESDAY</i>
<b>1 – Sept. 30<sup>th</sup></b> <b>Intro to CD &amp; each other</b>	sign up for a community development corporation to study for your research project – see spreadsheet in class Google Drive folder	<i>Read:</i> Ledwith, M. (2016). "Principles of community development." In <i>Community development in action: Putting Freire into practice</i> (pp. 5-20). Bristol University Press
<b>2 – Oct. 7<sup>th</sup></b> <b>Development and under-development</b>	<ul style="list-style-type: none"> <li>Phillips &amp; Pittman chapter 7 by Vincent on CD practice</li> <li>Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. <i>Transforming Anthropology</i>, 15(1), 3-25.*</li> </ul> <b>DUE at 9am: reading summary</b>	
<b>3 – Oct. 14<sup>th</sup></b> <b>Roots of CD</b>	<i>Read:</i> <ul style="list-style-type: none"> <li>DeFilippis and Saegert [D&amp;S] chapter 2 (by O'Connor – federal policy in poor communities)</li> <li>von Hoffman, A. (2012). The past, present, and future of community development in the United States. In N. O. Andrews &amp; D. J. Erickson (Eds.), <i>Investing in what works for America's communities: Essays on people, place and purpose</i> (pp. 10-54). Federal Reserve Bank of San Francisco.</li> </ul> <b>DUE at 9am: reading summary</b>	<b>DUE at 9am: mini-bibliography</b>
<b>4 – Oct. 21<sup>st</sup></b> <b>Getting to know DSNi</b>	<i>Read:</i> Medoff & Sklar [M&S] intro-ch. 1 <b>DUE at 9am: reading summary</b>	
<b>5 – Oct. 28<sup>th</sup></b> <b>Housing and land</b>	<i>Read:</i> <ul style="list-style-type: none"> <li>M&amp;S 2-4</li> <li><i>Skim (don't need to summarize):</i> P &amp; P Ch. 9 by West et al. about establishing CBOs</li> </ul> <b>DUE at 9am: reading summary</b>	<b>DUE at 9am: annotated bibliography</b>
<b>6 – Nov. 4<sup>th</sup></b> <b>Economic development</b>	<i>Read:</i> <ul style="list-style-type: none"> <li>Hoang, T. (2021, January 12). Advancing antiracism in community development. <i>Shelterforce</i>.  <a href="https://shelterforce.org/2021/01/12/from-resources-to-power-advancing-antiracism-in-community-development/">https://shelterforce.org/2021/01/12/from-resources-to-power-advancing-antiracism-in-community-development/</a></li> <li>Read the comments too!</li> <li>Vande Panne, V. (2020, November 2). What truth and reconciliation looks like in practice. <i>Next City</i>.</li> </ul>	



	<a href="https://nextcity.org/features/what-truth-and-reconciliation-looks-like-in-practice">https://nextcity.org/features/what-truth-and-reconciliation-looks-like-in-practice</a> <b>DUE at 9am: reading summary</b>	
<b>7 – Nov. 11<sup>th</sup></b> <b>TBD</b>	<b>No classroom session on Monday!</b> (University closed Monday for Veterans Day) <b>RECOMMENDED: submit economic development essay</b>	<i>Readings TBD</i> <b>DUE at 9am: reading summary</b>
<b>8 – Nov. 18<sup>th</sup></b> <b>TBD</b>	<i>Readings TBD</i> <b>DUE at 9am: reading summary</b>	<b>DUE at 9am: research paper</b>
<b>9 – Nov. 25<sup>th</sup></b> <b>TBD</b>	<i>Readings TBD</i> <b>DUE at 9am: reading summary</b>	<b>No classroom session on Wed.!</b> (Do peer review independently)
<b>10 – Dec. 2<sup>nd</sup></b> <b>New directions in CD</b>	<i>Readings TBD</i> <b>DUE at 9am: reading summary</b> <b>LAST CHANCE @ 9am: economic development essay</b>	<b>DUE at 9am: revised research paper</b>
<b>EXAM WEEK</b>	Exam posted by Wed. the 11 <sup>th</sup> @ 9am on Canvas, due <b>Thursday, Dec. 12<sup>th</sup> @ 2.20pm</b>	

Reminders about finding the readings**M & S** = Street of Hope**P & P** = Phillips & Pittman *Intro to CD***D & S** = DeFilippis & Saegert *CD Reader*

If you get stuck looking for something: [Ask a Librarian](#) for assistance, 24/7. If it looks like I messed up a citation etc., please post to Canvas Q & A forum. Don't pay to purchase any articles online!

Reminder about due dates and grace periods

Unless otherwise indicated, assignments have a grace period until Friday at 5pm. You can turn your assignment in until that point with no penalty. There are no extensions on extra credit or in-class presentations. Late assignments (after the grace period has closed) are not accepted without prior arrangement; please schedule an office hours appointment to discuss your situation.

<b>In case of emergency, call . . .</b>	
<b>Immediate Threat to Life and Safety</b> <i>For issues such as: a medical emergency, urgent violent incident, fire, etc.</i>	<b>503-725-5911</b> or <b>9-1-1</b> (can also text 911)
<b><u>Campus Public Safety Office (CPSO) – Non-Emergency</u></b> <i>For issues such as: vandalism, disturbance, suspicious package, theft, access control, etc.</i>	<b>503-725-4407</b>
<b><u>PSU CARES</u></b> <i>Connects students with resources when they are experiencing distress or other concerns that might impact their personal or academic success.</i>	<b><u>MAKE A REFERRAL</u></b> <b>503-725-4422</b> <a href="mailto:askdos@pdx.edu">askdos@pdx.edu</a>