Fall term 2024
USP 326U – Neighborhood Change and Gentrification online (4 credits)
(prior course title: Neighborhood Conservation and Change)
Portland State University – School of Urban Studies and Planning

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP
Contact: moriah@pdx.edu *(preferred)*, (503)235-8743

Course questions? Post to Q & A forum discussion boards in Canvas!

Key links – *if clicking on them doesn't work, cut and paste them into browser address bar, be sure to delete spaces*

Course reserves @ PSU Library	Search at: https://library.pdx.edu/research/course-reserves
Office hours booking site	https://meetwithmoriah.youcanbook.me/

What we're studying
From the PSU catalog:
"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."

How this course fits
This course contributes to the Healthy People, Healthy Places 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. Syllabi from prior offerings of USP courses are available on the School website (undergraduate, graduate).

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:

1) Discuss the relevance of the neighborhood as an organizing concept for social life and community development work, including evaluating dynamics of race, gender, class, and other social identities
2) Use a variety of methods (observation, interviewing, archival research, data analysis) to develop an understanding of a community
3) Identify social, political, cultural and economic factors that influence neighborhood conditions
4) Understand major theories about gentrification and apply them to specific urban environments


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

Instead of linking to texts in the Canvas shell, I provide the citation and expect you to access materials via the PSU Library catalog. (Some readings are available on the plain-old internet.) This may be different than your other courses and may frustrate you at first. However, my goal is to make you a more skilled and self-sufficient scholar: being able to find materials in the university library and seeking support when you get stuck are critical skills to support your success.

Your tuition contributes to paying the library's subscription fees and salaries the librarians who are available to assist you—please take advantage of them! If you need help locating a reading, please use the Ask a Librarian service that is available 24/7: https://library.pdx.edu/services/ask-a-librarian/. Please also support your peers who may be struggling by responding to queries in the Q & A forum in the Canvas shell.

The course reading list may evolve, but we will definitely read chapters from the following books:
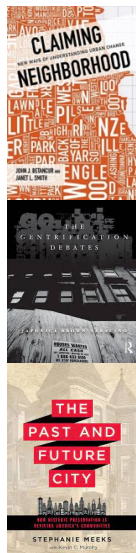
Betancur, J. J., & Smith, J. L. (2016). *Claiming neighborhood: New ways of understanding urban change.* University of Illinois Press.

→ abbreviation in syllabus overview: "B & S"
→ source type for citing chapters in your APA reference list: "book," since the whole book is by the same authors

Brown-Saracino, J. (2010). *The gentrification debates: A reader.* Taylor and Francis.

→ abbreviation in syllabus overview: "reader"
→ source type for citing chapters in your APA reference list: "book section," since the book is an edited volume where different authors wrote each chapter

Meeks, S., & Murphy, K. C. (2016). *The past and future city: How historic preservation is reviving America's communities.* Island Press.

→ abbreviation in syllabus overview: "M & M"
→ source type for citing chapters in your APA reference list: "book" (same authors for whole thing)

All three are available as e-books through the PSU library; access them online at https://library.pdx.edu/. Since you are accessing digitized versions of print books, do not cite them as e-books. Since they are only accessible after logging in to your PSU library account, do not include a URL for them in your reference list.

You should be able to access all course readings for free. If you hit a paywall, Ask a Librarian for help, and post to the Q & A forum if the library cannot direct you to a free version of the item.

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 immediately so I can address the situation.

To help everyone get acclimated in week 1, everything will be due at the end of the week. Thereafter, we'll move to a regular weekly schedule. The diagram below is designed to help you understand the typical module structure, including when items will be available on the Canvas course shell. The "activities" are the equivalent of coming to class in-person and could take up to a couple of hours depending on the week. You have a grace period to turn in weekly assignments until the boards lock on Friday at 5pm. For larger assignments that are due Friday at 5pm, you have until Monday at 5pm as a grace period.

	Monday	Tuesday	Wednesday	Thursday	Friday
two weeks prior					**instructions posted for any assignment**

one week prior					**5pm: prompt for next week's check-in available**
CURRENT WEEK/ MODULE	**weekly announcement and activities posted**	**5pm: check-in, reading summary, first activity post due**	*keep working on discussion boards and assns.*	*keep working on discussion boards and assns.*	**5pm: week's boards lock 5pm: larger assignments due** (not every week!)
one week after	**9am: submission closes for larger assignments** (grace period ends)				**grades posted** (ideally)

The course is designed to be cumulative, so you may only work ahead about a week or so. However, you can read ahead and submit reading summaries early. <mark>The overview pages (end of the syllabus) are your map to the course.</mark> Please download/print out the syllabus and keep it accessible.

Because we don't meet and talk in real time, online classes have a LOT of reading and writing; prepare yourself and set reasonable expectations for your time! Our readings vary widely in length and sophistication, so look ahead and plan your time accordingly.

Recommended technology tools for student success

Desktop version of Google Drive (access and edit stored MS Office files without internet access!)	https://support.google.com/a/users/answer/13022292
Desktop version of Google Chat	https://support.google.com/chat/answer/9455386
Firefox browser with Container Tabs to manage multiple Google accounts	https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/
Microsoft Office (free!) or open-source alternative	https://www.pdx.edu/oit/microsoft-office or https://www.libreoffice.org/
Zotero to keep track of your research sources and automate your citations and reference lists	https://www.zotero.org/ → some more explanation at: https://libguides.unm.edu/Zotero
reading/writing tools that you might find helpful	https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing

Due dates
Deadlines are meant to keep you moving through the course material without getting bogged down. After the discussion board locks or an assignment submission folder closes, extensions are not possible. If you are getting behind on one of the larger assignments, contact me immediately. For small things, just skip them and move on. Do not try to "catch up" on your own without consulting me, this inevitably results in people getting further behind. If you start falling behind, schedule an office hours appointment immediately; avoiding the situation will only make it worse.

When Canvas doesn't match the course shell
The course shell has a lot of stuff imported from previous classes and terms, inevitably there is stuff that doesn't belong and dates that are wrong. Please post in the Q & A forum with a screenshot showing the issue when this happens so that I may correct it. When in doubt, trust the syllabus!!

Posted grades
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.

Giving and getting help
Students should post questions about the course and assignments in the Q & A forum on Canvas. This is the equivalent of having a conversation in class. You should respond to fellow students' questions if you have insight or an answer to offer. There is only thread for logistics, another for more substantive questions, and a third where students can post information to share with the class.

September 29th, 2024

ASSIGNMENTS AND EVALUATION

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

Points	0	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Ways to earn points

Your final grade is based on the total number of points that you earn. However, 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 get extra points if you don't.

	assigned points	extra options?	max total pts.

Engagement with the class and community ("Participation")
    Getting started checklist: ½ point
    Weekly check-ins (nine x ½ point, one "freebie"): 4.5 points
    Weekly module activities (nine x 1.5 points): 13.5 points
    Professionalism: 4 points
 	
Do all ten check-ins for an extra ½ point.
Do ten modules' activities for an extra 1.5 points.
Optional activities (see extra credit spreadsheet in class Google Drive folder), such as doing a workshop, or attending a community event, can get you extra points. Maximum total optional points is 5.
	22.5	lots!	27.5

Engagement with readings Weekly reading summary (seven x 3.5 points) – required week two, then take off two weeks of your choosing, or do them every week for more points.	**24.5**	do every week	31.5

Neighborhood change explorations
    Interview: 5 points
    Map summary: 5 points
    Data analysis essay: 10 points
	20	n/a	20

Activism critique
    Mini-bibliography: 2 points
    Paper: 11 points
    Peer review: 3 points
	15	n/a	14

Final exam	**20**	n/a	20
TOTAL POINTS:	**102**		112

Supplemental activities ("extra credit") can also be used to compensate for times when you missed an activity or didn't achieve the grade you desired. There is a list of options available in the course Google Drive shared folder. 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 and submit a short paragraph about what you did and what was interesting/new to you (for things whose content is not directly related to the course)

Check/plus/minus grading

Assignments worth 1.5-3.5 points (activity modules and reading summaries) will be graded on a check-plus-minus basis, using the points equivalents below. Most people get checks on most things.

	1.5 point assn.	2 point assn.	3.5 point assn.	interpretation
✓--	0.7	1.0	1.7	You submitted something but there was hardly anything to it.
✓-	1.1	1.5	2.6	You submitted something that covered some of the bases.
✓	1.4	1.8	3.2	You followed the instructions.
✓+	1.5	2.0	3.5	You included all the pieces and showed a distinctive level of creativity, sophistication, and/or depth.

Overview of assignments—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.

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, but please do include your name in the body of documents that you submit (not necessary for discussion board posts.) Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with APA.

Do not rely on citation generators, including the button in the PSU Library catalog, to make your reference lists. 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.

Weekly check-ins
A quick "hello" kind of activity, the equivalent of showing up for class. Informal and no preparation required.

Reading summaries
Identify the main ideas in readings and practice APA style reference list entries; readings are selected to help you do the module activities. Lots of preparation required (reading!), and formal in that you need do the reference list entry and want to write professionally. BUT: if you are behind on reading, don't have time to edit, post anyway! You will get some points. You are able to turn in responses during weeks 2-10, but you can only submit on that week's readings; once Friday comes, the board is closed. Reading summaries are graded on the following check plus/minus system; most people get checks on most things.

For the week two, you will submit your reading summary as an assignment that only I see and I will give you feedback. Thereafter, you will post them to a discussion board so we can build the collective understanding of the reading. You will not be able to see other people's posts until after you post yours.

Activity boards on Canvas
The "meat" of the course, the equivalent and participating in class sessions. Could include movies, podcasts, web research, discussion boards, community observations. You will be asked to post something and read your colleagues' posts, replying when appropriate and relevant. (I.e., no "I agree. Good post!" postings just because you think you're supposed to post something. Substance is much more important than quantity.)

Neighborhood change explorations
Activities to explore change over time in a neighborhood; the first is an interview of a long-time resident, and the second an analysis of Census data using the Social Explorer web-mapping interface.

Activism critique
An essay analyzing a case study of activism related to gentrification (i.e., you will look at one city, neighborhood, or organization/mobilization).

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. Informal writing, but requires talking about course materials.

Expectations for assignments*

A rough rubric for grading:

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.

Diligence and hard work are always appreciated and are generally considered a prerequisite to a top grade, but do not guarantee one. 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. There is no need to use APA-style headings or include a document cover page. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with APA.

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 one another.

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.

---

* adapted from Lisa K. Bates in the department of Black Studies, Portland State University
† adapted from independent scholar Beth Duckles

September 29th, 2024

Participation and professionalism

- Do your best to engage in all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding—being mindful of power dynamics
- 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
- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world

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, some specific aspects of my teaching 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 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 discussion boards, e-mail, and Google Chat; 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 e-mail at least once a day and respond to e-mails within one business day. Students should log into Canvas as needed during the workweek; for most people this will probably mean a couple of logins to do activities or review new items that have cropped up. The instructor will uphold these same standards.

E-mailing the instructor

E-mail should be used for issues that affect only one student or are personal or confidential in nature (e.g., you are sick, have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your subject line and make it clear who the sender of your message is. Some additional tips from Laura Portwood-Stacer: 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

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.

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

Students are do all course activities in a timely manner. However, it is understood that life sometimes intervenes! <u>If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance</u>, 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.

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.

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 <u>Office of Information Technology</u> 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]
    - 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, <u>Ask a Librarian</u> 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

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‡
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 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. 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

---

‡ adapted from David Joyner at Georgia Institute of Technology

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 website (https://www.pdx.edu/disability-resource-center).

Sexual misconduct
Title IX§ 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/
- 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
- Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things: https://www.pdx.edu/technology/support
- 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

---

§ of the federal Education Amendments of 1972

<div align="center">TENTATIVE COURSE CALENDAR – PRINT OUT THESE PAGES IF YOU CAN!</div>

B & S = *Claiming neighborhood: New ways of understanding urban change***
reader = *The gentrification debates***
M & M = *The past and future city***
** means access through PSU library

week of/topic	Special schedule for the first week - complete tasks by Friday 5pm

1 – *Sep. 30ᵗʰ*
 Intro to course & each other
	• "getting started" checklist
	 • do week 1 items:
	   - *Read:* M & M p. 1-11 (skim the rest of this introductory chapter), B & S vii-xiv (skim the rest of this introductory chapter)
	   - *In the week 1 module:* check-in post, reading/watching videos, and discussion activity
	 • get going on upcoming items: interview assignment and reading for next week (kind of dense, reading summary due next Tuesday!)
	 • recommended if you haven't met instructor before: schedule an office hours appointment for week 2-4 (plus you'll get a bonus participation point!)

	Regular weekly schedule starts in week 2 ***Before Monday morning:*** complete reading for the week ***Tuesday @ 5pm:*** reading summary, check-in, first activity post due ***Friday @ 5pm:*** discussion boards lock; larger assignments due (grace period ends Monday 5pm)
2 – *Oct. 7ᵗʰ* **Ghettos, citadels, enclaves**	*Read:* • B & S Ch. 4 • Galonnier, J. (2015). The enclave, the citadel and the ghetto: The threefold segregation of upper-class Muslims in India. *International Journal of Urban and Regional Research, 39*(1), 92-111.** **DUE Tuesday 5pm: reading summary, first activity post** **Work on this week:** interview
3 – *Oct. 14ᵗʰ* **Historic preservation**	*Read:* M & M Ch. 2 **DUE Tuesday 5pm: reading summary, first activity post** **DUE Friday 5pm: interview** **Work on this week:** map summary (first step of data analysis essay)
4 – *Oct. 21ˢᵗ* **Competing visions of history and 'hoods**	*Read:* • M & M Ch. 5 • Saito, L. T. (2009). From "blighted" to "historic": Race, economic development, and historic preservation in San Diego, California. *Urban Affairs Review, 45*(2), 166-187.* * [you can skim from middle of p. 168 thorough middle of p. 173 if you're feeling overwhelmed by the prose] **DUE Tuesday 5pm: reading summary, first activity post** **DUE Friday 5pm: map summary**
5 – *Oct. 28ᵗʰ* **Defining gentrification**	*Read:* • reader Intro (Brown-Saracino "What is gentrification?) and Ch. 3 (Zukin "Space and place") • commentary on Neil Smith's work on gentrification: https://www.planning.org/blog/9177620/neil-smith-gentrification-and-the-flow-of-money/ and then skim Ch. 2 of the reader (Smith's "History of gentrification"), but you don't need to do a summary for either of them **DUE Tuesday 5pm: reading summary, first activity post** **Work on this week:** data analysis essay

6 – *Nov. 4th* **Economic restructuring**	*Read:* • Benjamin, T. (2022, December 12). The financialization of housing and its implications for community development. *Shelterforce.* https://shelterforce.org/2022/08/09/the-financialization-of-housing-and-its-implications-for-community-development And then choose **2** of the following: • reader Ch. 10 "From arts production to housing market" by Zukin • reader Ch. 13 "Tourism gentrification" by Gotham • reader Ch. 23: "The new urban renewal Part 2" by Hyra • Soules, M. (2021). Zombies and ghosts. *Places Journal.* https://doi.org/10.22269/210521 [about architecture] **DUE Tuesday 5pm: reading summary, first activity post** **DUE Friday 5pm: data analysis essay**
7 – *Nov. 11th* **Who are "the gentry"?**	*Read:* • Pryor, R. B. (2021, January 5). Manifested stories: An alternative narrative to the urban-frontier myth. *Metropolitics.* https://metropolitics.org/Manifested-Stories.html And then choose **2** of the following: • reader Ch. 14 "Creation of a loft lifestyle" by Zukin • reader Ch. 17 "The dilemma of racial difference" by Taylor • reader Ch. 20 "Social preservationists" by Brown-Saracino • De Witte, M. (2019, August 28). How immigration in Seattle is driving urban change. *Stanford News.* https://news.stanford.edu/2019/08/28/immigration-seattle-driving-urban-change/ ***or*** Hwang, J. (2015). Gentrification in changing cities: Immigration, new diversity, and racial inequality in neighborhood renewal. *The Annals of the American Academy of Political and Social Science, 660*(1), 319-340.* [this is best for ambitious readers, people interested in grad school, or those otherwise nerding out] **DUE Tuesday 5pm: reading summary, first activity post** **DUE Friday 5pm: mini-bibliography for activism critique** **N.B. University closed Monday** for Veterans Day
8 – *Nov. 18th* **Global gentrifications**	*Read:* • reader Ch. 5 "Gentrification and new urban colonialism" by Atkinson and Bridge • Sigler, T., & Wachsmuth, D. (2015). Transnational gentrification: Globalisation and neighbourhood change in Panama's Casco Antiguo. *Urban Studies, 53*(4), 705-722. [skim "Methodology" and "Globalisation and gentrification" if the prose is bogging you down] • Latimore, J. (2018, April 9). Indigenous people are being displaced again – by gentrification. *The Guardian Cities.* http://www.theguardian.com/cities/2018/apr/09/indigenous-people-are-being-displaced-again-by-gentrification-aboriginal-redfern-west-end-fitzroy *N.B.* This article has racial terminology that you may not be familiar with. Learn more at: https://teaching.unsw.edu.au/indigenous-terminology • Shortell, D., & Cegarra, A. (2022, December 28). As remote workers Flock to Mexico City, AirBnB and housing prices soar. *New York Times.* https://www.nytimes.com/2022/12/28/world/americas/mexico-city-airbnb-remote-workers.html **DUE Tuesday 5pm: reading summary, first activity post** **DUE Friday 5pm: activism critique**

9 – Nov. 25th **Neighborhood stabilization**	*Read:* • M & M Ch. 6 on inclusive history and affordability • Herrine, L., Yager, J., & Mian, N. (2016). *Gentrification response: A survey of strategies to maintain neighborhood economic diversity.* http://furmancenter.org/research/publication/gentrification-responses-a-survey-of-strategies-to-maintain-neighborhood-ec **DUE Tuesday 5pm: reading summary, first activity post** **Work on this week:** peer review of critique **N.B. University closed Thursday and Friday** for Thanksgiving
10 – Dec. 2nd **Full circle? Return and restoration**	*Read:* • Armstrong, T., Curren, R., Hartinger, K., Jefferson, J., Kobel, N., Lamb, T., Osman, H., Pastor, A., & Zehnder, J. (2021). *Anti-Displacement Action Plan foundation report.* https://www.portland.gov/bps/planning/adap/news/2021/4/21/anti-displacement-action-plan-foundation-report-released • Thurber, A., Bates, L., & Halverson, S. (2021). *Evaluating the N/NE preference policy.* Portland State University. https://pdxscholar.library.pdx.edu/socwork_fac/552 **DUE Monday 5pm (no extensions): peer review of critique** **DUE Friday 5pm: revised critique** **Dec. 2nd last chance to submit extra credit!!!**
EXAM WEEK	Exam posted by Wednesday 9am on Canvas, due **Thursday, December 12th @ 5pm**

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.

Reminder about due dates and grace periods
Unless otherwise indicated, reading summaries have a grace period until Friday at 5pm and bigger assignments due Friday at 5pm have a grace period until Monday at 9am. Late assignments (after the grace period has closed) are not accepted without prior arrangement; please schedule an office hours appointment to discuss your situation.

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