Winter term 2025
USP 428 – Concepts of Community Development (4 credits)
USP 528 Concepts of Community Development (3 credits)

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP

FINAL "EXAM": paper due Tue., March 18th at 5.20pm on Canvas (no timed or in-person exam)

What we're studying

During this course we'll introduce and explore the history, origins, and context of community development practice, focusing on the recent U.S. experience and the neighborhood level. We'll investigate the community development (non)system to understand major actors, tensions, and policy opportunities for developing community capacity and redressing patterns of underdevelopment and uneven development. We will aim to bridge the nuts-and-bolts of doing community development with scholarly insights about community functioning and other social dynamics.

Learning outcomes

1) Discuss major community programs in the U.S. and their evolution over time
2) Analyze the ways that structures of stratification and power, such as race and intersecting systems, influence the goals and impacts of community development
3) Evaluate the roles of public, private, and civic sector actors in community development sphere
4) Critique the goals, implementation, and outcomes of CD programs

Course materials

Many 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 need assistance accessing readings, Ask A Librarian (24 hours a day!).

Note that adaptive technologies are available to help you listen to your reading and/or dictate your writing assignments: https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing

Key texts

	access
Andrews, N. O., Erickson, D. J., & Faber Taylor, A. (Eds.). (2012). *Investing in what works for America's communities: Essays on people, place & purpose.* Federal Reserve Bank of San Francisco. https://www.frbsf.org/community-development/publications/special/investing-in-what-works-american-communities-people-place-purpose	online
DeFilippis, J., & Saegert, S. (Eds.). **(2012).** *The community development reader* **(2nd ed.).** Routledge.	e-book @ PSU library
DeFilippis, J. (Ed.). (2016). *Urban policy in the time of Obama.* University of Minnesota Press.	
?Hinton, E. K. (2016). *From the War on Poverty to the War on Crime: The making of mass incarceration in America.* Harvard University Press.	
Mallach, A. (2018). *The divided city: Poverty and prosperity in urban America.* Island Press.	
Zdenek, R. O., & Walsh, D. (2017). *Navigating community development: Harnessing comparative advantages to create strategic partnerships.* Palgrave Macmillan.	

Other materials are listed in the course calendar at the end of the syllabus; the syllabus will be revised as the course unfolds.

Assignments and activities may change!
Course content and/or assignments and learning activities may be changed in response to institutional, weather, or classroom situations. To support your learning and planning, please keep up to date with the latest syllabus! **When in doubt, trust the PDF syllabus over Canvas dates etc.**

ASSIGNMENTS AND EVALUATION

Detailed assignment instructions will be provided in class. This table shows the breakdown of total points.

	assigned points	extra points?

Engagement with colleagues
   Attendance and timeliness: 3 points per class session x nine = 27 points
      (one "freebie" absence, two "freebies" for being late/leaving early)
Participation and professionalism: 6 points
	33	attend all classes

Engagement with readings
   Weekly reading responses – 4 points per week x eight = 32 points
      (required week two, then one "freebie" week)
	32	do every week

CD analysis (different focus for grade/ undergrad students
   Prospectus: 5 points
   In-class presentation: 10 points
   Final write-up: 20 points
	35	n/a

TOTAL POINTS:	**100**	

Supplemental activities (extra credit/freebies) are available to compensate for times when you need to miss class due to health issues, religious observance, mental health days etc. If you may need to miss more than one class, please consult with me immediately to discuss the situation. If you know about an event in the community that could be a meaningful extra credit activity for the course, please send me an e-mail about the event; activities should be free and open to all PSU students.

Evaluation of assignments
I evaluate what you turn in, NOT who you are or what you are capable of doing. Through the insights you demonstrate in your assignments, you earn points; I do not start from 100% and "dock" you for shortcomings.

A general rubric to help you assess your work:*

Assignments that . . .	*Undergrad grade*	*Grad student grade*
. . . demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.	**A**	**A**
. . . present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.	**B**	**A-/B+**
. . . show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.	**C**	**B/B-**
. . . misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.	**D**	**C+/C**

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* adapted from PSU Professor of Black Studies Lisa K. Bates

Please keep PDF versions of all of your submitted assignments to both document your progress and assist in managing administrative hiccups.

Grading system

Your final grade will be based on the total number of points you accumulate (NOT a percentage of graded points).

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
GPA value	*0*	*0.67*	*1.0*	*1.33*	*1.67*	*2.0*	*2.33*	*2.67*	*3.0*	*3.33*	*3.67*	*4.0*

Submitting assignments

(For assignments that are not discussion boards on Canvas), please have student name, date, and course number clearly visible on the first page. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. **BUT: please do NOT use APA-style headings or include a document cover page**. It's not worth the trouble!

Part of making a high-quality scholarly argument is showing the lineage of your thinking, using APA citation practices. While citation generators, such the citation button in the PSU Library catalog, can be helpful starting point, they are often wrong! 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. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab (OWL) if you are unfamiliar with APA style.

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 at top of syllabus). 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.

If you miss class 3+ times or are late/leave early 5+ 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. For assignments due other days, the grace period typically extends until Monday at 9am.

Incomplete grades due to personal emergencies
When students who were previously on track in the class 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.

Universal accommodations
Following the principles of Universal Design, my courses incorporate a variety of accommodations that are necessary for people with certain needs (disability etc.), 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
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 other.

Learning in unprecedented times
Every term, this section of the syllabus needs updating due to the latest crisis. Epidemics, political divisiveness, wars, strikes, 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. On the day-to-day scale: take breaks when you need them, try to stay well fed and rested, nurture your relationships, and take advantage of the social and mental health support services available to you.

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. While you may draw different conclusions from your instructors, your peers, or the authors you read, disagreeing with the material does not excuse you from engaging with it.

You also have an obligation to consider how the way that you express your ideas will affect others in the class. To that end:

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† adapted from independent scholar Beth Duckles

- Stay in your lane: It is valuable to connect your personal experiences to the course content and you are welcome to invite others to share their perspectives, but it is not appropriate to speak for others or make unfounded generalizations about groups of people. Some classic guidelines to help with this: cite your sources; correlation does not equal causation; critique the idea, not the person.
- Talk less/talk more: Though it may sound counterintuitive, if you already know a lot about the topics we are discussing in class and/or have strong opinions, talk less! Listen to learn about where others are, and then ask questions based on where they're at instead of going into rant mode about the stuff that you are into. If you are new to the topics, ask questions instead of feeling intimidated by peers who appear to know more.
- Be mindful the gory details: We are literally talking about life and death in the class, and many of the people in our classroom have experienced traumatic events in their lives. Graphic descriptions of violence or suffering are not appropriate in the classroom, because they can overwhelm people and inhibit discussion of the underlying issues.
- Platinum rule: treat other people as they would like to be treated—not as you think they should be treated! I.e., you are not the judge of whether someone should or should not be okay with something.

Participation and professionalism

Professionalism takes many forms. Some key practices:
- Prepare as fully as possible for class (review readings, write down questions you'd like to discuss, be familiar with the syllabus)
- Foster a supportive learning environment by engaging in respectful dialog—this includes active listening and awareness of classroom power dynamics!
- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world
- Use technology and communication tools responsibly
- Be proactive about communicating with peers inside and outside the class and using campus resources

Additional expectations for graduate students/students enrolled in 500-level section
- Be familiar with major conventions in academic social science and public service professions (urban planning/social work/public health/whatever you are studying)
- Have a strong grounding in your field of study (past and present)
- Take a leadership role (this includes listening AND talking!) in classroom discussions
- Foster a community of practice by making connections with peers, including mentoring junior colleagues
- Proactively address your interests and needs, including identifying challenges and seeking support

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. I am for pedagogy that is relational, anti-oppression, and trauma-informed.

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.**

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.

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.

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‡ adapted from David Joyner at Georgia Institute of Technology

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 be sure to that your accommodation needs are addressed.

If you think that you need accommodations but the formal DRC process is creating barriers for you, please schedule an office hours appointment to discuss your situation.

Sexual misconduct

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

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

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

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
- 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 if you are struggling.

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
  - o 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)
  - o Seek help from peers
  - o Seek help from the OIT helpdesk
  - o Devise an alternate means of completing assignments when tech failures occur
- Use "cloud" services
  - o Collaborate with others using Google Drive folders
- Use the Microsoft Office suite [free download at <u>https://www.pdx.edu/oit/microsoft-office</u>, or go for the open-source alternative at <u>www.openoffice.org</u>]
  - o Create and save documents in all Microsoft Office file types
  - o 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
  - o 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
  - o Convert any document type to a PDF file
  - o Combine multiple documents into one PDF
  - o Use a scanner or scanning app such as CamScanner to make a PDF of a document
  - o 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

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

Readings key

Fed reader:	Andrews, N. O., Erickson, D. J., & Faber Taylor, A. (Eds.). (2012). *Investing in what works for America's communities.*
CD reader:	DeFilippis, J., & Saegert, S. (Eds.). (2012). *The community development reader* (2nd ed.).
Hinton:	Hinton, E. K. (2016). *From the War on Poverty to the War on Crime.*
Obama reader:	DeFilippis, J. (Ed.). (2016). *Urban policy in the time of Obama.*
Z & W:	Zdenek, R. O., & Walsh, D. (2017). *Navigating community development.*

1 – *Jan. 7th* **Intro to CD & each other**	In-class video: "Gaining ground: Building community on Dudley Street" (2012, 58 minutes), available via PSU library. *Skim before Friday (no reading response needed!):* Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review, 79*(3), 209-428. https://doi.org/10.17763/haer.79.3.n0016675661t3n15 Review principles of good practice: https://cdsociety.org/about/
2 – *Jan. 14th* **Historical roots**	*Read:* CD reader ch. 1 "Communities develop: The questions is, how?" in D & S reader Z & W chapters 2 and 4 ("Important work" and "Understanding CD ecosystem") *[I uploaded these chapters to the Google Drive folder when I was printing them out!]* *500-level students only:* von Hoffman, A. "The past, present, and future of community development in the United States" in Fed reader **DUE 9am Tue.: reading response**
3 – *Jan. 21th* **Uneven development**	*Read (undergrads can skip writing about articles they read in other classes):* CD reader ch. 2, O'Connor "Swimming against the tide" Obama reader ch. 10, Klare "Still swimming, tides rising" Fullilove, M. T., & Wallace, R. (2011). Serial forced displacement in American cities, 1916–2010. *Journal of Urban Health, 88*(3), 381-389. Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. *Transforming Anthropology, 15*(1), 3-25. **DUE 9am Tue.: reading response** **DUE Fri. 5pm: CD analysis prospectus**
4 – *Jan. 28th* **Models of CD**	Axel-Lute, M. (2019). The opposite of deficit-based language isn't asset-based language - It's truth-telling. *Shelterforce.* https://shelterforce.org/2019/11/12/the-opposite-of-deficit-based-language-isnt-asset-based-language-its-truth-telling CD reader ch. 4 by Sites et al. "Reframing community practice" Hustedde, R. (2014). Seven theories for seven community developers. In R. Phillips & R. Pittman (Eds.), *An introduction to community development* (2nd ed., pp. 22-44). Routledge. *400-level students only:* Bradshaw, T. K. (2007). Theories of poverty and anti-poverty programs in community development. *Community Development, 38*(1), 7-25. *500-level students only:* Wolf-Powers, L. (2014). Understanding community development in a "theory of action" framework: Norms, markets, justice. *Planning Theory & Practice*, 15(2), 202-219. **DUE 9am Tue.: reading response**

5 – *Feb. 4ᵗʰ*
Incarceration and abolition
	Hinton, E. K. (2016). *From the War on Poverty to the War on Crime: The making of mass incarceration in America*. Harvard University Press.
	    → skim intro, read ch. 1 and ch. 9, summarize everything together
	Kiely, E., Meade, R. R., & Swirak, K. (2024). Community development, the carceral state and the necessary challenge of penal abolitionism. *Community Development Journal*, 59(4), 599-619.
	Forman, J., James. (2025, January 28). What happened when America emptied its youth prisons. *New York Times Magazine*.
	    https://www.nytimes.com/2025/01/28/magazine/juvenile-prison-crime-rates.html
	DUE 9am Tue.: reading response

6 – *Feb. 11ᵗʰ* **Immigration**	Sandoval-Strausz, A. K. (2017). *Migrantes*, barrios, and *infraestructura*: Transnational processes of urban revitalization in Chicago. In D. Vitiello & T. J. Sugrue (Eds.), *Immigration and metropolitan revitalization in the United States* (pp. 133-153). University of Pennsylvania Press. Sandoval, G. F. (2017). Transforming transit-oriented development projects via immigrant-led revitalization: The MacArthur Park case. In D. Vitiello & T. J. Sugrue (Eds.), *Immigration and metropolitan revitalization in the United States* (pp. 111-130). University of Pennsylvania Press. Greenberg, D. M., Feierstein, S., & Voltolini, P. (2019). Supporting the resilience of America's immigrant communities. LISC. https://www.lisc.org/our-resources/resource/supporting-resilience-americas-immigrant-communities/ [plain old internet] *400-level students only:* DeFilippis, J., & Faust, B. (2013, July 17). Immigration and community development corporations. *Shelterforce*. Retrieved from https://shelterforce.org/2013/07/17/immigration_and_community_development_corporations [plain old internet] *500-level students only:* Simpson, S.-A. (2015). Negotiating places of incorporation: Comparing the practices of community development organisations in immigration and incorporation. *Journal of Ethnic and Migration Studies*, 41(12), 1978-2000. **DUE 9am Tue.: reading response**
7 – *Feb. 18ᵗʰ* **Racial dynamics**	Bates et al. (2018) Intro and one other section of your choosing from Interface section in *Planning Theory & Practice* vol. 19 #2 (PDF file on Canvas in "reading files" module!) Diaminah, S., Nakagawa, S., Thomas-Breitfeld, S., Sen, R., & Villarosa, L. (2023, April 20). How (not) to dismantle White supremacy. *The Forge*. https://forgeorganizing.org/article/how-not-dismantle-white-supremacy Lipsitz, G. (2007). The racialization of space and the spatialization of race: Theorizing the hidden architecture of landscape. *Landscape Journal*, 26(1), 10-23. Miller, D., Beattie, S., Smith, L., & Wafford, B. (2023). *Toward an anti-racist paradigm in community development: High level research findings*. Third Space Action Lab. https://3rdspaceactionlab.co/research **DUE 9am Tue.: reading response**
8 – *Feb. 28ᵗʰ* **Financialization**	Fields, D. (2016). Contesting the financialization of urban space: Community organizations and the struggle to preserve affordable rental housing in New York City. *Journal of Urban Affairs*, 37(2), 144-165.

	Bullock, H. E., Toolis, E. E., Sencion, B., & Cadenas, M. T. (2020). The high price of economic marginalization: Low-income Latinas' experiences with mainstream banking and alternative financial services. *Peace and Conflict: Journal of Peace Psychology*, 26(2), 136-148. (PDF file on Canvas in "reading files" module!) Mosley, J. (2020). Community Development Financial Institutions: Invaluable capital partners in low-income rural areas. *State and Local Government Review*, 51(4), 275-282. **DUE 9am Tue.: reading response** **In-class presentations:** Gloria, Laura, Molly, Sletsy
9 – March 7ᵗʰ **Indigenous perspectives**	First Nations Development Institute, & Echo Hawk Consulting. (2018). *Changing the narrative about Native Americans*. First Nations Development Institute. (PDF file on Canvas in "reading files" module!) Niigaaniin, M., MacNeill, T., & Ramos-Cortez, C. (2023). Decolonizing social services through community development: An Anishinaabe experience. *Community Development Journal*, 58(2), 225-246. Sweet, E. L., & Ortiz Escalante, S. (2016). Engaging *territorio cuerpo-tierra* through body and community mapping: A methodology for making communities safer. *Gender, Place & Culture*, 24(4), 594-606. **DUE 9am Tue.:** reading response **In-class presentations:** Brandon, Cal, Daniel
10 – March 14ᵗʰ **Synthesis**	Z& W ch. 9 CD ecosystem the next generation Pastor, M., Thomas, A. K., & Dreier, P. (2021). LAANE brain: Understanding the model and future of the Los Angeles alliance for a new economy. In D. B. Reynolds & L. Simmons (Eds.), *Igniting justice and progressive power* (pp. 71–101). Routledge. **DUE 9am Tue.: reading response** **In-class presentations:** Adam, Peach, Sam, (Rebekah, Mads)
EXAM WEEK	Final write-up due **Tuesday, March 18ᵗʰ at 5.20pm**

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, reading responses have a grace period until Friday at 5pm and other assignments have a grace period until Monday at 9am. 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.