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Planning in a Multicultural Society: Building Bridges and Beyond

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PLANNING

IN A

MULTICULTURAL SOCIETY

Building Bridges and Beyond

By Nazmul Alam & Theodis Perry, Jr.

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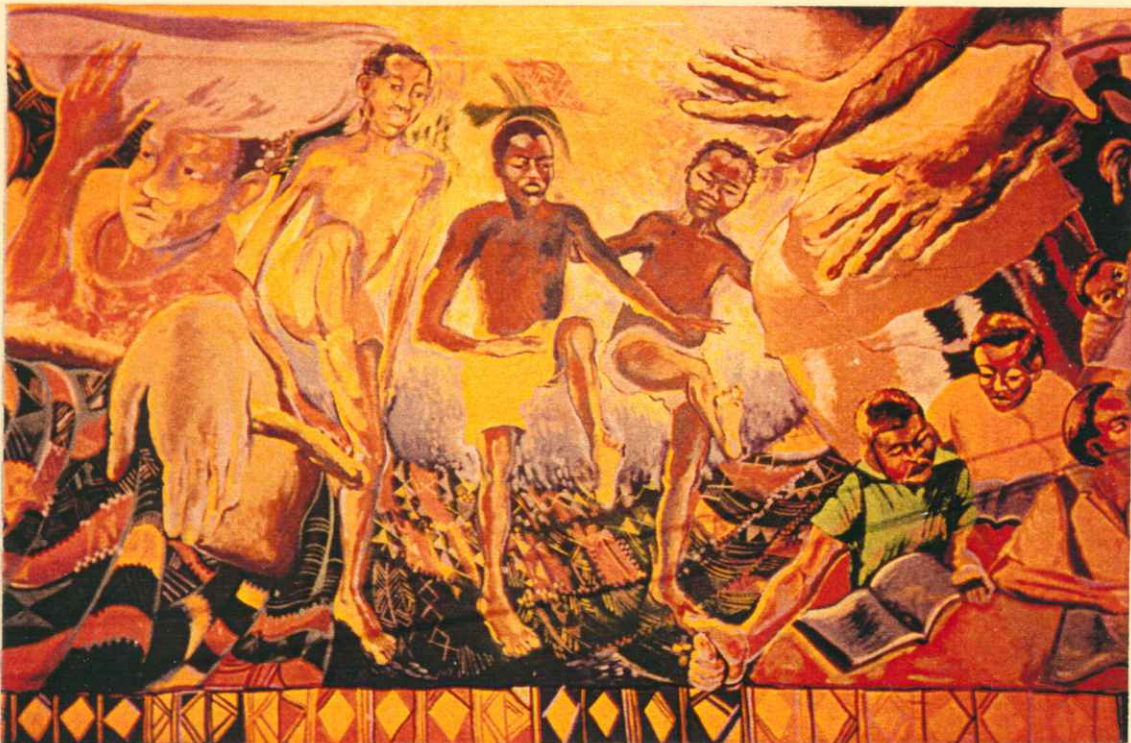
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PLANNING WORKSHOP
MASTER OF URBAN AND REGIONAL PLANNING

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Momentum Builds Against Median

BY PROMISE KING

Mounting voices are demanding that the concrete medium give way on Martin Luther King Jr. Boulevard.

Phyliis Gaines of Vessels Tableware and Vicki Jack of McCoy Plumbing and many other businesses who have offices along the streetscape are asking for the removal of the center divide.

"The median is bad for business" says Gaines. "It is really hard for drivers to park and that drives potential customers away."

The same concern was echoed by James Posey of the Association of Minority Contractors.

"(The medium) is strangulating business here," screamed Posey. "Traffic flow is not the issue. The whole idea, that we don't have on-street parking is pathetic. The issue is there is no real plan for the vitality of this community."

"The median is an economic spoiler and should be removed from our back yard," demanded O.B. Hill, a business owner. "It is a control mechanism to keep this community perpetually dependent on outside malls, because the median takes one straight to other shopping centers in other communities."

Hill is the co-owner of Reflections, a coffee house, bookstore and gift shop at Walnut Park Center at Martin Luther King Boulevard and Killingsworth Street.

"Nobody really like it in this community," said Hill.

Even the Portland Development Commission believes the median stands in the way of economic development.

"The lack of left turns has constrained opportunities for business growth and expansion," says Michael McElwee, the commission's project coordinator.

"We think it's an important issue. We will be glad to be part of the discussion on the modification of the median," McElwee said.

But Fred Sawyer, a traffic specialist with Oregon Department of Transportation, is not convinced that the concrete divider is responsible for economic woos along the boulevard.

Is the medium on Martin Luther King Jr. Boulevard an unfriendly barrier? Many residents are saying yes, and point to the many places that vegetation is worn away by pedestrian traffic where no crossings exist. ***(Photo By Tony Washington)***

"They can say that, but I don't think they can prove it" argues Sawyer.

He said the median has enhanced traffic safety and improved traffic flow.

State Transportation Department spokesman Ron Scheele said removing the median could open the boulevard to traffic gridlock and a floodgate of accidents.

Statistical data shows that in 1976 there were 158 accidents on the boulevard, with an average daily traffic load of 17,245 vehicles.

In 1994, daily traffic loads increased to 22,245 vehicles, but the number of accidents dropped to 123.

The Portland Observer has learned the state is in the process of doing a study with Portland State University on the effects of the median on business and its immediate environment.

Details about this study are still scanty, according to Scheele.

Ultimately, the city, Scheele said, dictates what's to be done as far as the median is concerned.

"If the city calls for any action and it fits within our guidelines. We're going to do it," the state official said.

The question of who will pay for the cost of reconstruction is uncertain and no one at this point is ready to pay the bill. Besides, the city's chief transportation planner, Steve Dotterer, says there is no specific proposal on what should be done.

Portland architect Peter Wilcox, received hard knocks last year from officials for his criticism of the median, but he is on the drawing board again, this time he wants to present a model for study.

The last time the issue was studied was in 1992, when the city found improvements in the carrying capacity of the boulevard had occurred with the installation of the median, the limitation on left turns and the removal of on street parking.

The entire median project was built in 1979 at the total cost of $7.8 million.

PREFACE—About this book

This handbook was designed and developed within the scope of our Planning Workshop class. The Planning Workshop class, a two-term sequence course, consists of second-year graduate students in the Master of Urban and Regional Planning program (MURP) at Portland State University. Students are required to do a group project which addresses a current planning problem or issue in the Portland, Oregon metropolitan area.

This handbook represents our investigation of educational and training strategies for individuals in the field of urban and regional planning on possible ways to operate effectively in a racially and culturally diverse community and workplace. It is intended to inform and reshape the thinking and actions of planners.

This handbook, or perhaps resource guide, is a collection of ideas, examples, and methodologies of effective and practical ways to help planners working in culturally diverse communities. Moreover, this handbook is different regarding the content and structure because there was a variety of input—from diverse groups of people. Therefore, we must inform planners that this handbook will not fit a traditional, planning document approach, nor will this handbook be a guide for planning practitioners only. There is something in this guide for any individual in the field of urban and regional planning.

We did not develop this guide to force or convince planners that multiculturalism is the answer to all planning problems. Also, we did not want to engulf this document with loads of data regarding planning efforts that have failed due to cultural insensitivity. Instead, we wanted to note educational and training strategies that might yield positive outcomes to future planning efforts; but most importantly, we developed this guide because of the following:

- Many planning students believe our program is not explicitly addressing racial and cultural issues and they wanted to know what can be done.

- Guest speakers from local planning agencies have failed to discuss any cultural tensions and/or cultural solutions they may have experienced in practice.

"The issue is precisely not one about data, information, or argument but first and foremost one about respect for real suffering involved in being racially victimized and marginalized."

—John Forester

INTRODUCTION

Multiculturalism: What is it?

The concept of multiculturalism is defined as a system of thought and action that does the following: recognizes, respects, and values the existence of different and similar cultures; refuses to use any culture as a standard for evaluating another; gives importance to assessing the needs and strengths of each culture in a particular environment; and embraces democratic efforts to be responsive to the assessed needs and to celebrate the strengths.[1]

Multiculturalism: Why is it important?

Demographic changes in population and race and gender-related policies (i.e., affirmative action) are two key factors that have changed the character of cities, business, and institutions over the last 30 years. In the state of Oregon for example, racial and ethnic diversity is increasing. During the 1980s, non-white racial groups rose slightly by 50% and counted for over 40% of Oregon's total population growth between 1980 and 1990.[2]

We, Nazmul Alam and Theodis Perry, Jr. believe individuals in the field of urban and regional planning should embrace the idea of multiculturalism in order to:

- Offer first-class educational programs that prepare students to respond effectively to complex issues of society and promote social responsibility, good citizenship, and a sense of shared values.

- Respond to the social and economic concerns of our constituent communities.[3]

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[1] Hitachi Foundation. *Building Bridges: Creating and Sustaining Viable Multicultural Communities.* p.9

[2] Murphy, Michael and Karen Seidel. *Oregon Census Abstract.* p. 4

[3] Ramaley, Judith. *Future Directions in Graduate Education*. p.1

This handbook, *Planning in a Multicultural Society*, represents our investigation of educational and training strategies for individuals in the field of urban and regional planning on possible ways to operate effectively in a racially and culturally diverse community and workplace. This handbook is divided into two sections—How to Integrate Multiculturalism into Practice and Educational and Training Approaches for Planners and Planning Students.

METHODOLOGY

- **Formal and Informal Interviews**

  It was our mission to conduct interviews with students, academics, and planning practitioners in order to get a range of opinions, ideas, views, and so forth. Questions included: What are the benefits of a multicultural education? How do you define multiculturalism? How can planners incorporate multiculturalism into practice?

- **Conduct a Student Survey**

  This method provided us with an opportunity to assess our own planning program. The survey was not scientifically based; however, it yielded valuable information with respect to how our planning program can enhance diversity perspectives through reading materials, group discussions, and culturally diverse faculty.

- **Secondary Data**

  Types of information researched include the following: racial/ethnic settlements patterns in the Portland area and population figures on the racial/ethnic groups in the Portland area. In addition, we looked for literature on multiculturalism in education and workplace environments.

- **The Internet**

  The computer was used as a tool to connect with a local and international audience. We asked internet users similar questions to those used in the formal and informal interviews.

Additional Goals and Methodology

- **Develop a Workshop**

  We developed and executed an introductory workshop on the concept of planning in a multicultural society with our workshop cohorts. Our goal was to get students to think about what multiculturalism means to them and possible implications to planning practice. In addition, we encouraged students to openly share information for the benefit of the entire class.

- **Develop a Web-site**

  This is a work-in-process for our group. We felt putting our work on the internet would be a perfect way to gain interest in our project and build bridges.

  http://odin.cc.pdx.edu/~psu01951

CLIENTS

The planning profession and planning students. For this report, it was our intent to put the concept of multiculturalism into practice. In order to do this, we realized it was important for us to obtain as many views, ideas, beliefs, etc., within the two month period of this project. We realized there are many planners engaged in different aspects of planning (i.e., family planning, financial planning, grass roots organizing). Many of the people that contributed to this project did not see themselves as planners; however, their work in the community is highly connected to professional planning practice. Therefore, we have expanded the boundaries of planning past traditional categories such as transportation, land use, and policy-administration to include the following: advocacy planning; equity planning; social planning; and children and planning.

HOW TO INTEGRATE MULTICULTURALISM INTO PLANNING PRACTICE

Successful collaboration requires the same skills as successful community building—the capability and willingness to recognize and acknowledge where interests converge (and diverge), and a willingness to make room for the needs and interests of all parties, even if it sometimes means modifying your preferred strategy or modus operandi.[4]

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[4] Hitachi Foundation. *Building Bridges: Creating and Sustaining Viable Multicultural Communities.* p.33

Southeast Uplift Project

by Barbara Rosenkrantz

Following the racially motivated murder of an Ethiopian man in a Southeast Portland neighborhood, a committee of citizens was convened to develop a community plan to combat racism. The Bureau of Community Development assisted with a grant of $6,000. The contract with BCD stipulated that the plan must be neighborhood based and be able to be put in place immediately. Several techniques were used to gather information from the community. A consultant, Kathleen Herron, was hired to conduct "Unlearning Racism" workshops in the community and to collect ideas on what individuals and groups felt they could do to eliminate racism. Ideas were also gathered at community meetings, through surveys and individual contacts by committee members.

The end result was two plans. "The Southeast Uplift Community Plan," which addresses institutions such as city government, schools, and police, and "Establish the Climate," a small publication containing suggestions for individuals and groups on how to combat bigotry on a daily basis.

Thousands of copies of "Establish the Climate" were distributed. Requests came from as far away as New York and Los Angeles. The Committee systematically lobbied public officials and administrators to urge them to implement the Community Plan.

The success of the plans and the popularity of the workshops convinced the city to fund the project for three more years.

The workshop facilitator, Kathleen Herron, added two trainers to develop what is now known as "Tools for Diversity." The focus of two workshops was on oppression; what it means, how it works and how we participate. This unique approach was participatory and nonthreatening. Each person taking part developed a personal plan of action, thereby carrying the work into the community. For the duration of the project, workshops were held for school faculties, social service providers, neighborhood associations, school parent groups and businesses.

Through the project, hundred of persons came together for a common cause, to eliminate bigotry and create a society where all people can live in unity.

Questions Planners Should Ask. This list was developed through interviews and conversations with individuals who are actively involved in community development but did not consider themselves as planners. Also, non-planning students contributed to the list. These questions reflect issues that are important to all types of people and places; but most importantly, these are the types of questions planners need to ask in order to accurately assess a community.

- **What type of community is it?**
  -Consider: religion, median income, and institutions.

- **What do people do?**
  -Consider: live, work, play, eat, and celebrate.

- **What keeps the community healthy?**
  -Consider: local employment centers, housing types, and crime prevention.

- **What affects the community's quality of life?**
  -Consider: vandalism, loss of employment base, and social tensions.

- **What do you want to see happen to your community in the future?**
  -Consider: better housing, social support services, and retaining traditions.

- **Who do I need to see?**
  -Consider: people in the community, political figures, and educators.

- **What are the concerns or issues in the community?**
  -Consider: criminal activity, affects of tourism, and displacement of residents.

- **What does the community need?**
  -Consider: more affordable housing and social service agencies.

Outreach and Community Networking. Outreach and community networking are systematic attempts to provide services beyond conventional limits. They are an important part of any planning process, especially in terms of citizen involvement. Citizen involvement includes opportunities to establish mutual goals between citizens, public agencies, private corporations, etc. The work by planners must be consistent with the concerns of the people they serve. Providing effective means for citizen participation is important because it is a way to make sure the concerns of citizens are understood and that they are reflected in practices and policies.[5]

In the city of Portland, citizen involvement is required whenever development or planning actions affect neighborhood livability.* The following is from the Portland City Code 3.96. 070 (0NA):

(1) City agencies shall notify all neighborhood associations affected by planning efforts or other actions affecting the livability of the neighborhood(s).

(2) City agencies shall include affected neighborhoods associations and district coalition boards in planning efforts which affect neighborhood livability.

(3) Notice of pending policy decisions affecting neighborhood livability shall be given to the neighborhood association(s) affected at least thirty (30) days prior to final action on the decision by a City agency. If said 30 day period may injure or harm the public health, safety, welfare, or result in a significant burden to the City, this notice shall not apply.[6]

The above laws may be helpful in terms of networking through neighborhood associations; however, it does not guarantee that a large segment of citizens will be reached. Therefore, we provide the following information by Joan Brown-Kline, a community organizing consultant, on effective ways to network in a community.

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[5] City of Portland, Oregon, Office of Neighborhood Associations. *An Outreach and Involvement Handbook for City of Portland Bureaus.* p.1
* Livability is a matter of subjective judgment; however, indicators may include crime rates, air and water quality, parks, and housing costs.
[6] City of Portland, Oregon, Office of Neighborhood Associations. *An Outreach and Involvement Handbook for City of Portland Bureaus.* p.2

View the Cultural Landscape

There are a number of components that make a community. A planner can tap into those sources by looking inside the community. The following are examples of the types of people, places, organizations, and institutions planners should investigate:

- Community leader(s)—visible and non-visible
- Schools
- Churches, Mosques, Temples, Synagogues
- Fraternities and Sororities
- Social justice Organizations such as the NAACP and Urban League
- Businesses
- Media (i.e., Scanner Newspaper, Native American Information)
- Special Interest Groups (i.e., NE Economic Development Alliance)
- Charitable Organizations
- Local Gathering Organizations

Things to Know About a Community

In concert with identifying the characteristics of a community, the planner should investigate the values of a community. Values help to identify what is important, where people agree or differ, and what they think are critical characteristics to improve or maintain.[7] A planner should always investigate and never assume, or perhaps take for granted the following:

- Culture, Practices
- Values, Ethics, Beliefs
- Interests
- Issues
- Demographics (i.e., income, education)
- Language, Communication
- Heroes/ and Sheroes of a community

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[7] Portland State University, Institute of Portland Metropolitan Studies. *A Pathway to Sustainability.* p.10

Ways to Research a Community

There are a number of ways to effectively conduct outreach or to assess a community. Since different interests respond to different communication methods, it is important for the planner to include a range of outreach strategies.

- Interviews
- Informal conversations
- Focus groups
- Secondary data
- Identify stakeholders
- Find a community sponsor or liaison
- Direct observation
- Go to community events
- Use the internet

Outreach Check-list

Citizens and city employees of Portland, Oregon designed a resource book to aid city staff on ways to think about, plan, and carry out citizen involvement efforts. The following is a check-list that planners can use to do effective outreach:

- **What is the goal of the outreach project?**
  -What is the specific purpose of the project? Will it educate, coordinate?
  -How does this project fulfill your organization's mission?
  -Are the key objectives of the outreach do-able, specific, measurable?

- **Who are you trying to reach?**
  -What specific group or population will be affected most by the issue at hand?
  -Are there other groups with related concerns?

- **What do you need to share?**
  -What is the most effective and efficient way to communicate the information?
  -How informative is the information being sent out?

- **What kind of involvement/input do you want from citizens?**
  -Is the emphasis on *informing*?
  -Is the emphasis on *involving*?
  -Are there different phases in the project during which there are different opportunities for citizen input?
  -What is the best way to get input back?
  -What process will be used to review and act on the input when it is received?

- **Who else has attempted similar projects before?**
  -Is there someone else that has undertaken a similar outreach project that may be able to provide assistance?

- **What type of resources and how much time is required?**
  -What staff resources will be required?
  -How much time and effort is expected of involved citizens?

Additional Tips for Reaching a Diverse Community

The Portland Metropolitan Human Rights Commission provides the following information on how to do effective outreach.

- Organize a diverse team to plan your outreach efforts. Involve them in planning, implementing, and evaluating. The team should include members of the group you are trying to reach.

- Use a number of visuals, especially pictures featuring people that look like them. This includes bus cards, billboards, and television.

- If you use direct mail, use more pictures, less text, a conversational tone, short words, and big print.

- Place ads in ethnic newspapers.

- For some groups, the written word may not be best. Consider other ways such as audio or video tapes.

Printing Information in Different Languages. Printing information in different languages is a way of doing effective outreach. It allows the planner to communicate to a greater segment of people, especially those that do not read American-English well. This is one way in which the planner can enhance his or her cultural sensitivity. Moreover, there are new computer software packages that will allow easy translation of things such as land use notices and neighborhood meetings. The following is an example by the Portland Housing Center.

CITY OF PORTLAND
SUPPORTS
THE FIGHT AGAINST
Housing
Discrimination

If you live in Portland
or Multnomah County
and are having a housing problem
due to any of the following reasons,
your right to fair housing
may have been violated.

¿Es Usted un Víctima de
DISCRIMINACIÓN
EN LA VIVIENDA?

Si usted vive en Oregon o en el
condonado de Clark, Washington,
y está teniendo problemas en la
vivienda por algunas de las
causas siguientes, su derecho a
vivienda justa quizas
ha sido violado.

Lessons From Case Studies. A case study is a detailed analysis of individual, group, event, etc., that serves as an exemplary model. Planners can learn a lot from the experiences of others. Of course, planners use different strategies based upon certain demographic variables and regional polices; however, there is plenty of literature that planners can obtain to make applicable to their goals and objectives. Remember, not all literature will be designated as a planning document so it is important to research other fields.

For this report, we have selected one local case study model that exemplifies planning in a multicultural society. Also, we have included some tips for doing effective community projects from a booklet titled, *Celebrating Cultural Heritage*.

Case Study: The Albina Community Plan

The *Albina Community Plan*, prepared by the Portland Bureau of Planning, is essentially a model of co-production and community-based initiatives developed by non-profit organizations, citizens of Albina, private-sector corporations, and public-sector agencies. The Plan, adopted in October 1993, serves as a guide for the revitalization of Inner North and Northeast Portland and is intended to combat the loss of employment base, mishandled investments, and dilapidation of commercial and residential structures in the Albina community.

Michael Harrison, Chief Planner of the Portland Bureau of Planning, provides the following tips used before and during the Albina planning process:

• **Staff should live in the community they will be serving.** This provided residents with a sense that planners were part of the community and they too would be affected by planning policies and regulations.

• **Hire people that have roots in the community to assist in the process.** This was one way to foster the notion of co-production, or partnership between citizens and supporting public and private agencies.

- **Find out what the community wants and provide some instant results.** Initially, Albina residents were skeptical about the Plan due to the failure of smaller planning efforts in the past. Residents felt the city of Portland had to prove that a "new plan" would truly benefit the community; therefore, citizens came up with two requests. One, citizens wanted a nearby police precinct which broke ground before the plan was adopted and two; citizens wanted documentation of the African-American history in Portland which was developed by a local resident who was hired as a neighborhood planner.

There were a number of strategies that came out of the Albina planning process. The following represent a portion.

- Partnerships with community-based organizations (i.e., Portland Bureau of Planning and North/Northeast Economic Development Alliance).

- Potential implementors were involved early in the planning process (i.e., community development corporations, social service agencies).

- Market incentives were offered to encourage participation (i.e., tax credits, density bonuses).

Tips from *Celebrating Cultural Heritage* on how to do effective community projects

Apply Early for Permits
Make this your first step. Every project requires the approval of at least one governmental agency before going forward. Keep in mind that these agencies process enormous numbers of requests and can take time—lots of it—to act on your application. First find out which agency staff has authority over your project. Ask agency staff what time frame you can expect. Then find a project volunteer to follow up on the permit process. If possible, find someone who has worked with the agency and knows who makes which decisions. Patience helps but follow-up works best!

Gather Community Support

From the onset, seek out participation by everyone who might be interested in your project. Enlist the support of local businesses, schools, and community-based groups. The more people you involve, the larger your pool of skill and experience, and the stronger your organization will be for future efforts. You also may find it helpful when it comes time to make your case to decision-makers on the City Council or school board and win their support.

Follow Every Lead

The most unlikely leads can yield invaluable project partnerships. One large construction project called a local Navy unit at the suggestion of a sailor's mother. The Navy said no...but the Marines said yes, and installed all of the project's drywall.

Capitalize on People's Talents

Not everyone wants to pound nails. The people who bring lunch for a work party play as important a role as the people who build walls or attend meetings. The small touches can go a long way toward making your project enjoyable. And the donated labor counts as match for the Neighborhood Matching Fund or other matching funds.

Place High Value on Your Project Coordinator

Unless you are blessed with a wealth of people who have time and expertise, you might seriously consider hiring someone to coordinate your project. When difficulties arise, as they often do, it takes an extraordinary volunteer to meet the large responsibilities that a coordinator must assume. A coordinator can be the one who keeps track of volunteer recruitment, fund raising, financial work paperwork. Depending on your project's size, you may want to hire more than one person. Many projects plan to hire someone to handle technical aspects but overlook a coordinator. Keep in mind, though, that someone specifically responsible to coordinate the efforts of all involved can help keep your project on track and avoid the burnout of your precious volunteers.

Keep Things in Perspective

Every project worker interviewed for this project emphasized keeping things in perspective. Projects can and do take unexpected twists and turns. Prices rise. Hidden costs appear midway through the project. Volunteers drop out and leave tasks untended. You can minimize frustration by reminding people from the beginning: doing a project is like remolding a house—your project will cost more and take longer than planned but in the end will be worth it.

Take Advantage of Resources

Above all, remember that you have access to other resources. Talk with people who have successfully completed projects.

Recommended Literature on Case Studies

We recommend the following books to individuals in the field of urban and regional planning on case studies with different, yet positive approaches to planning in a multicultural environment.

- *Planning in the Face of Power* by John Forester
- *Making Equity Planning Work* by Norman Krumholz
- *Black Baltimore: A New Theory of Community* by Harold McDougall
- *Streets of Hope: The Fall and Rise of an Urban Neighborhood* by Peter Medoff and Holly Sklar

Official Bridge. An official bridge is a designated person that serves as a link between the community and planning agency. The official bridge must have skills or understanding in every field of planning (i.e., land use, community development, transportation). Also, an official bridge must have diverse interests, view points, and the flexibility to approach situations in different ways.

Ethan Seltzer, Director of the Institute of Portland Metropolitan Studies, is example of an official bridge. He is well-versed in all aspects of planning. In addition, Ethan has a number of networks and he is capable of finding specialized assistance for planners and planning students if he cannot facilitate them. Moreover, the following mission statement of the Institute of Portland Metropolitan Studies state clearly why an official bridge is an asset to planning practice and education.

The mission of the Institute is to serve the region and further the urban mission of Portland State University by:

• providing new access to resources of higher education for area communities;

• serving as a resource for making an understanding of the metropolitan area of strategic value to citizens, elected officials, and civic leaders;

• providing a neutral forum for the discussion of critical policy issues;

• brokering collaborative projects linking faculty, students, and community groups to both community and scholarly objectives; and

• sponsoring and funding public service research.

Cultural Committee Groups. Professional planning offices and academic institutions should develop formal and informal groups to address cultural issues. The committee should include representatives from different cultural backgrounds. Each representative is responsible for breaking down barriers and developing collaborative efforts to the enrich the workplace or classroom environment. The following are important tips to understanding collaboration:

- Collaborative projects must engage all collaborators and incorporate their interests and needs.

- Collaboration requires real trust, and cannot be forced.

- Collaboration requires compromise in methods and attitudes, but need not require compromise in the quality of results.

- Collaborators must be flexible and willing to transcend their own experiences and way of thinking in order to be partners with others.

- Collaboration takes time.

- Collaboration requires open, honest communication, and a sense of shared purpose.

- Collaboration requires shared power among collaborators, and shared responsibility for the process and product.

- Collaboration can expose tension between notions of "leadership" and "partnerships," particularly if "leaders" are not willing to challenge their assumptions and approaches.[8]

Of course, not all planning offices and academic institutions will have a large number of culturally diverse members. However, planners can network with outside cultural groups. This is a perfect way for planners to build support and develop collaborative efforts by engaging in the experience of other people.

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[8] Hitachi Foundation. *Building Bridges: Creating and Sustaining Viable Multicultural Communities.* p.27

The American Planning Association (APA) provides a model on how it has joined others with common interests. The following represent three divisions of APA that anyone may join:

International

The International Division serves members overseas, or those seeking to work or study abroad. It maintains relations and offers professional exchanges with planning and housing agencies and associations around the world. It reviews foreign planning literature, provides assistance to members seeking foreign employment, and monitors urban development policies and programs of the United Nations, the World Bank, and USAID.

The quarterly *Interplan* newsletter contains international news, summaries of development assistance programs and research, and a calendar of upcoming seminars and conferences.

Planning and Women

The Planning and Women Division cuts across subject boundaries to appeal to strong common interests held by women. The division collects information about how recent life style changes of women affect housing, community services, economic development, health care, and other planning areas.

Division members receive Planning and Women, a quarterly newsletter. Division sessions at the national conference have included such topics as "Integrating Housing and Business" and "Zoning for Child Care."

Planning and the Black Community

The Planning in the Black Community Division provides a forum for planners, administrators, public officials, students and other interested individuals to address issues of significance to the black community.

The division newsletter publishes articles on economic development, housing, transportation, career opportunities, and division news. Division sponsored sessions at the national conference have included international themes and speakers. A frequently updated division roster provides members with a nationwide planning network.

Hiring a Culturally Diverse Staff. It is important for planning offices and academic institutions to have staff that reflects the racial and ethnic make of the community and/or city it is serving. This is one way to show people that planners encourage and support cultural and ethnic diversity. Moreover, it is a significant way to gain "social capital" because every individual has skills, abilities, and experiences that could benefit others.

Also, planning offices and academic institutions can achieve a sense of diversity by hiring bilingual staff. Hiring bilingual staff is a way for planners to over-come communication barriers they may face with clients or during planning projects. In addition, having bilingual staff can potentially expand the outreach strategies of a planning office.

Rotating Personnel. Rotation of staff on projects and locations in the work-place is a way planning agencies can build bridges. Rotation of staff provides a mechanism for the exchange of information, goals, and skills among employees. Planners are also able to discover what things they have in common, or what things they do not. Planners must recognize, however, they must not be reluctant to share information. Also, rotation of personnel should foster a sense of coopera-tion and not competition.

EDUCATIONAL AND TRAINING APPROACHES FOR PLANNERS AND PLANNING STUDENTS

Multicultural education has often been criticized as being "fluff," lacking in academic substance and rigor. This has been a huge obstacle for practitioners who are pushing a multicultural education agenda through their work.[9]

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[9] Ibid. p.25

Spatial Relations and Housing Policy: Regulations that Discriminate Against Mexican-origin Households

Ellen-J. Pader

ABSTRACT

Local, state, and federal housing policies define bedroom and acceptable sleeping arrangements. While often considered universal, such spatial relations actually are inextricably entwined with societal values. Many seemingly neutral housing policies designed to protect health, safety, and welfare, in fact often protect dominant values and morals, not physical or emotional well-being of nondominant groups. Consequently they discriminate against the latter. Here, Mexican and U.S. domestic spatial relations are compared within their larger conceptual frameworks to explain some sociocultural bases for these regulations, questioning their applicability. The study concludes that a combined anthropological/planning approach is important for analyzing and developing policy generally.

Panel of Speakers. Provide a class or firm with an opportunity to listen to the knowledge of others who are not only experientially diverse, but racially and culturally diverse. Speakers can teach and communicate their ideas, customs, beliefs, etc., to others through formal discussions.

This method has been used within the scope of our Planning Workshop class. Therefore, we would like for it to be continued using the following contributors to this report. Below their names, is a brief list of information on what they can provide students as well as planning practitioners with.

Dr. Amy Driscoll
Director, Community/University Partnership
Professor, School of Education
Portland State University
- Education reform
- Student participation in community projects
- Partnerships between institutions of higher education with local and state organizations

Paul Neibanck, *Planner*
Distinguished Visiting Professor
Portland State University
- Community development
- Environmental planning
- Teaching for Practice

Steve Rudman, Director
City of Portland, Bureau of Housing &
Community Development
- Community and economic development
- Teaching for practice
- Public sector planning approaches

Suzanne Bader, Citizen Involvement Coordinator
Southeast Uplift
- Community organizing
- Citizen involvement
- Technical Assistance

James Posey
National Association of Minority Contractors of Oregon
- Minority entrepreneurship
- Partnerships between institutions of higher education with local and state organizations
- Contractor cooperative approaches

Paulette Watanabe, Director
Educational Equity Programs &
Services
Portland State University
- Education reform
- Leadership training
- Human Services

Paul Scarlett, City Planner
Portland Bureau of Planning
- Teaching for Practice
- Community planning
- Community outreach with respect to the Albina and Outer SE Portland Plans

Joan Brown-Kline, Consultant
Brown-Kline & Company
- Community organizing
- Community outreach
- Social change and social capital

O.B. Hill, Owner
NTI Contractors
- Minority entrepreneurship
- Contractor cooperative approaches
- Citizen involvement

Arturo Ceballos, Coordinator
Multicultural Center, Office of Student Development
- Diversity in education
- Leadership training
- Social change

Linda Neale
Earth & Spirit Council
- Diversity training
- Social change
- Environmental planning

Dick Harmon, Director
Portland Organizing Project
- Leadership training
- Community organizing
- Social change

Helen Cheek, Director
Metropolitan Human Rights Commission
- Diversity training
- Community organizing
- Social change and social capital

Shariff Abdullah and Associates
- Diversity training
- Social change and social capital
- Leadership training

Samuel Henry, Ed.D., Fellow
Institute of Portland Metropolitan Studies
- Education reform
- Social change and social capital
- Partnerships between institutions of higher education with local and state organizations

Maria Wilson-Figueroa
Assistant Professor of Sociology
Sociology Department, Cramer Hall 217J
Portland State University
- Education reform
- Social change
- Diversity in education

Create Your Own Panels

Planning academics and practitioners should also create panel discussions using their own workers, students, and cohorts. This could help an office or academic environment do the following: gain better understanding of cultural differences and similarities; set aside assumptions and become effective listeners; develop a greater sense of common interests; and maintain an awareness of new develop-ments in the field.[10]

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[10] p.36

Interactive Exercises. An interactive exercise is essentially the process of having individuals or groups perform educational and game-related activities. The activities are usually designed to get people to learn about themselves, others, and to build trust.

There are a variety of interactive exercises planning students could develop such as role playing a neighborhood meeting or asking students how they would conduct outreach to different racial groups. The facilitator, however, must encourage the participants to research or examine carefully the information conveyed in the interactive game as way of testing the reality of the game. The purpose of this is to prevent participants from over generalizing information that may come out of the exercises (see appendix C for types of exercises). The following is a list of things interactive exercise facilitators should do:

- Do not force individuals to participate in an interactive exercise because everyone has a different comfort level. However, encourage individuals who prefer not to participate to observe the interactive activities.

- Inform individuals a head of time about the types of interactive exercises you plan to do and when.

- Make sure you debrief after the games are completed. Give people enough time for questions and answers.

Community and Site Visits. Community and site visits are described as individual or group excursions for the purpose of firsthand experience. Each of these methods provides the planner with an opportunity to identify community characteristics and trends. This includes economic, housing, transportation, education, and environmental data. Moreover, community and site visits are ways to link education and planning practice. Both planning student and practitioner can gain insight about a community and share the information with colleagues.

Planning students generally do site visits which allow them to view the physical characteristics of an area. However, planning students are not required, or perhaps rarely encourage, to attend neighborhood meetings and speak with people in community where the site is located. Therefore, students should be required to experience working with others in the local communities as well as with people in fields different from their own, in order to analyze and develop strategies for addressing problems.

Planning students at Portland State University have many opportunities to engage in the process of community-based education by attending neighborhood meetings. The following is a brief list of neighborhood meetings for the month of February prepared by the Office of Neighborhood Associations in Portland, Oregon (see appendix E for complete listing).

February 1, 1996 Meetings

Buckman Community Association Board Meeting
7:00 PM Tom Baker's Home
1804 SE Pine

Irvington Neighborhood Association Board Meeting
7:00 PM Augustana Lutheran Church
NE 14th and Knott

Madison South Neighborhood Association General Meeting
7:00 PM Grace Foursquare Church
2235 NE 82nd

Diverse Reading Material. Planning offices and academic institutions should have literature that contains a variety of ideas, facts, opinions, etc. Also, literature should be diverse in terms of the experience and culture of the author(s). Having diverse literature is one way in which the planner can research a community or culture. The literature should be viewed by the planner as a mechanism to embrace the experience of a community or culture. In addition, the literature should be used to inform and reshape the thinking and consequent actions of the planner.

Urban Social Networks, a class taught in our planning program, has a wide range of literary perspectives. For example, literature from sociology, psychology, and anthropology is drawn upon. The class focuses on the social networks in urban settings, exploring the usefulness of the notion of a network to understand inter-actions among individuals and ties among social groups and organizations (see appendix D for course outline). Conversely, the coverage of material in this class is limited in regard to the social networks of many racial and ethnic groups. Therefore, we provide the following list as possible addendum:

Baker, Wayne. *Networking Smart*. New York: McGraw-Hill, 1994.

Chatters, L.M. and R.J. Taylor and J.S. Jackson. "Size and Composition of the Informal Helper Networks of Elderly Blacks." *The Gerontologist*. (1985): 605-614.

Fonseca, Claudia. "Spouses, Siblings, and Sex-linked Bonding: A Look at Kinship Organization in a Brazilian Slum." *Family, Household, and Gender Relations in Latin American*. (1991): 133-160.

Fraser, George. *Success Runs In Our Race*. New York: William Morrow, 1994.

Hays, L.R. and C.H. Mindel. "Extended Kinship Relations in Black and White Women." *Journal of Marriage and the Family*. (Feb. 1973): 51-56.

Ibarra, Herminia. "Personal Networks of Women and Minorities in Management: A Conceptual Framework." *Academy of Management Review*. 18 (Jan. 1993): 56-88.

Ibarra, Herminia. "Race, Opportunity, and Diversity of Social Circles in Managerial Networks." *Academy of Management Journal*. 38 (Jun. 1995): 673-704.

Sanchez-Ayendez, Melba. "Puerto Rican Elderly Women: Shared Meanings and Informal Supportive Networks." *Feminist Frontiers II*. (1986): 174-182.

Diverse Courses. Diverse perspectives must become an integral part of the instructional activities and materials that constitute the character of an educational curriculum. The character of education will inevitably fail if educators do not infuse diverse cultural perspectives into the design, development, and implementation of programs, due to the growing number of students who do not share the cultural orientation of the school.[11]

A multicultural education would prepare planning students to respond effectively to complex issues of society and promote social responsibility, good citizenship, and a sense of shared values. The following are important findings from a study on educational satisfaction and learning:

> Students were asked to rate the importance of several competencies often included among the objectives in statements of general education purposes. The most highly rated were two non-cognitive objectives: understanding of self and the ability to get along with people...Least valued are several of the content areas which are often included in general education requirements. Not one of theses content areas—history; science and technology; philosophy; and literature; and so forth—was rated as very important by the majority of these students.[12]

The above suggests why most educational curriculums need a "diverse approach." By providing students with a deeper understanding of cultural values and perspectives, as they are manifested in different social and ethnic groups, an effective character in the educational curriculum might result in the creation of a learning environment of acceptance and tolerance for differences.

Our Multicultural Survey at PSU

In a survey we conducted within our planning program, the majority of students answered "no" to the following question. *Do you feel your classes are explicitly addressing racial and cultural issues (i.e., class discussions, text material)?* However, an overwhelming number of students answered "yes" to the question, *Do you believe having some understanding of different cultures will help you in practice?*

(see appendix B for questionnaire)

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[11] Cline, Zulmara and Juan Necochea. *The Educational Forum.* p.165

[12] Portland State University, University Studies Program. *A Model for Comprehensive Reform in Undergraduate General Education.* p.12

The following is a list of classes in our program that students felt had a diversified component(s).

- Planning History and Theory II..........with Professors Adler and Ozawa
- Planning Analysis..................................with Professor Howe
- Reshaping the Metropolis...................with Professor Abbott

Exchange of Information. In our world of information and technology, planners must practice the art of exchange. Planners can learn a lot by sharing resources with other colleagues, people in the community, decision-makers, educators in other fields, and so on. The process of exchanging information will allow the planner to develop "networks," or contacts. Also, exchanging information will foster a sense of collaboration.

Exchange in Academia

Our planning program, for instance, could link with departments like Black Studies, Geography, and Sociology. This could be done by:

- Encouraging students to take classes offered in these or other disciplines.

- Having guest speakers from other disciplines present to a class.

- Developing collaborative projects.

- Sending out a newsletter or other publication.

- Placing information on the internet.

Exchange in Practice

Planning agencies could also exchange information with each other and the community it serves. This in one way in which planners can raise community awareness regarding planning issues. Moreover, a planner must remember every contact or exchange is an opportunity to influence and inform.

Diversity Management and Workshops. Both of these concepts refer to the challenge of meeting the needs of a culturally diverse environment and of sensitizing individuals to differences associated with gender, race, age, and nationality in an attempt to maximize the potential productivity of all the workforce, class setting, organization, etc.[13] For planners, diversity training will provide more problem solving skills and create opportunities to operate effectively in a culturally diverse community and workplace. The following is a list of benefits:

The Environment as a Social Community
The discussion of diversity issues within a working environment elevates the conceptualization of cultural tensions to one which is larger than individual differences.

Enhanced Voices
Complex office politics, organizational hierarchies, and old habits have often muffled the voices of women and minority group members. Even well-meaning office mangers and educators who do not understand the cultural backgrounds of their colleagues and students can sometimes misconstrue their requests and behaviors. Now, with the arrival of diversity programs, it is legitimate for individuals to voice cultural needs.

Preventing Ignorance
Through discussions, individuals begin to examine their own possible biases and to anticipate the legitimacy of the different perspectives within their environment.

Removing Stereotypes
In the aftermath of affirmative action programs, various byproducts have included: feelings of injustice reflected in the change of reverse discrimination and perceived as white male backlash; women and people of color being held to higher standards of performance; token representative employees being hired to fill narrow quotas. Diversity programs introduce knowledge and facts to substitute for myths and stereotypes.

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[13] Ellis, Catherine and Jeffrey Sonnenfeld. *Human Resource Management*. p.83

Philosophical Development

Cross-cultural training programs signify an important shift in academic and corporate philosophy, which is both symbolic and substantive. This shift involves movement among firms and educational institutions to new stage in their thinking about cultural diversity—one in which individuals are encouraged to contribute their unique talents to the collective enterprise.[14]

Recommendations for Design and Implementation of Diversity Training

- The company must have visible commitment from top leaders of the firm in support of the program(s)—more than lip service is required. The chief executive should address sessions in person or on videotape explaining why the company genuinely cares about the cultural richness of its work force.

- Do not merely provide one-shot information blizzards, but organize ongoing seminar series or discussion groups. These efforts should be consistent with other culturally sensitive human resource practices.

- Carefully select trained facilitators who can knowledgeably address issues of ethnicity, race, gender, lifestyle, demography, etc. without assigning positive languages to old bigoted stereotypes or inventing new ones.

- Tailor the structure and message of the program to fit the nuances of your organization or corporate structure.

- Conduct these sessions in a candid, lively, applied fashion that addresses realistic on-the-job situations to avoid the recitation of disingenuous golden-rule platitudes. At the same time, anticipate the escape mechanisms and debriefings needed to ensure that a group can still function after tense exchanges and that the dignity of individuals is protected.

- Try to recruit a mix of participants that minimizes the likelihood that individual participants will be obligated to assume token roles as unwilling representatives of their racial, gender, or other such groups.

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[14] Ibid. p.97

- Prepare your seminar materials and direct the discussion towards fostering respect for employees as individuals. Do not reinforce presumed positive stereotypes of ascribed groups as labels to define the behavioral qualities of a co-worker.[15]

CONCLUSION

Finding effective ways of working in culturally diverse communities and institutions is critical to the success of current and future planning efforts. Our report notes eight ways in which planners can integrate multiculturalism into planning practice and seven educational and training approaches to multiculturalism as a discipline. However, the issue is not necessarily about planners embracing multiculturalism in order to encourage more citizen participation or developing diversity training programs to prepare students to be more effective in practice. The issue is about the need for planners to respect, value, and recognize the existence of different and similar cultures as a practice.

By doing this, planners will find more approaches to working with other planners and local and international communities. This will allow planners to be greater problem-solvers and better visionaries. Moreover, this will allow planners to see the benefits of good stewardship—which goes beyond the production of a planning document or a planning project.

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[15] p.101

APPENDICES

APPENDIX A

PLANNING IN A MULTICULTURAL SOCIETY
WORKSHOP

Theo: Introduction

We would like to welcome you to Planning in a Multicultural Society. Today, we will be using one particular training method the planner has at his or her disposal and that is the workshop. Now, the workshop by itself is not enough. There are a number of components we will add such as group discussions and interactive exercises to make the workshop more of a learning experience. So let us begin.

Theo: Warm-up Exercise
Exercise 1-A

- Handout index cards.

- Ask participants to write down their definition of multiculturalism (5 min).

- Have the participants place the cards face down in box.

- Shuffle the cards. Next, have each participant pick a card.

- Ask each participant to read their card out loud.

- At the end, collect each card.

Nazmul
Exercise 1-B

- Handout to each participant a sheet of paper with a circle on it.

- Show graphic display of pie. Indicate types of variable "ingredients."

- Ask participants, "If this was your pie of life, what would you put it?" (10 min)

- Ask for volunteers to talk about their work.

Theo

Exercise 2: Cultural Trivia

This is basically a quiz game to test as well enhance one's knowledge of cultural issues, ideas. concepts, etc. Some of the questions have planning implications but not all. (25-30min)

- Ask each participant to pick an index card. Advise them not to show the card the person(s) next to him or her.

- Ask each participant to read the question on the card and indicate the answer, if possible.

- If the participant does not know the answer, open the question up to the other participants.

Nazmul

Exercise 3: Group Discussions

- Hand out to each participant an index card.

- Have each participant write down a response to one of the following two items (5 min).

  (1) Write down one experience you had with a person(s) from another culture, positive or negative.

  (2) Write down something you would like to about another culture.

- Ask three volunteers to share their responses.

- Place other cards in a box and shuffle.

- Have three other participants select a card from the box. Read it to the group.

- Have a group discussion about each response on the card. Inform the author of each card response the he or she can remain unknown (5-10min per response).

- For the cards un-read cards have each individual keep that card. Go home and in your spare time physically and/or mentally write a response.

Theo

Exercise 4: Critical Thinking

- Ask each of the respective workshop groups to consider their project in the scope of a multicultural society.

- Assign a new demographic (i.e., racial group, location,) to each of the workshop groups.

- Ask each group to address the following questions:

  (1) If you believe that you or your group needs some form of training or educational information before starting this project, what would it be?

  (2) Name two outreach strategies.

  (3) Name two groups or two persons you would consult with in this community or cultural group. (Not the person(s) name, but profession or occupation)

- Have each group discuss their information or post their information on the board.

PLANNING IN A MULTICULTURAL SOCIETY

HOME PAGE

(Under Construction)

Table of Contents

● Introduction to the Planning Workshop

The Planning Workshop (USP 558) is one of the requirements for the MURP program at Portland State University. This workshop is designed to involve professional planning students in the practice and promise of planning.

● Introduction to 'Planning in a Multicultural Society' Project

● Definitions of Multiculturism
● Potential Workshop Guest Speakers
● List of Books and Reading Materials
● List of Video Tapes, CD-ROM and other visuals
● An Example of a Workshop Agenda
● Community Resources
● List of Methods of Educating, Training Planners
● Advantages and Disadvantages of Some Methods
● Links to Related Sites

    o Cultural Survival Quarterly
    o School of Urban and Public Affairs (PSU)

    o Links to other Planning Workshop Projects

APPENDIX B

PLANNING IN A MULTICULTURAL SOCIETY

Please indicate: _____ 1st year student (35 hrs. or less)

                       _____ 2nd year student (36 hrs. or more)
                             Phd. included

1. Are you familiar with the term or concept of multicultura-
lism?

       _____ yes   _____ no

2. Do you believe having some understanding of different cul-
tures will help you in practice?

       _____ yes   _____ no   _____ n/a

3. Do you feel your classes are explicitly addressing racial
and cultural issues (i.e., class discussions, text material)?

       _____ yes   _____ no   _____ n/a

    If yes, write the name of the course(s) and the profes-
sor(s).

_____   _____

_____   _____

_____   _____

Supplemental Information:

4.   If possible, define multiculturalism in your own words.

_____

_____

_____

_____

5.   Where you born in the United States?

       _____ yes   _____ no   If no, which country.

                                _____

6.   If possible, name some ways in which the MUS and MURP programs could educate and train students to be effective in a culturally diverse community, work-place, and/or class setting.

Please Return Survey

To: Theo's box

Or E-mail to Nazmul at psu01951@odin.cc.pdx.edu

APPENDIX C

Stereotyping Process: Races/Culture

1. Assign each person to racial group with label.

    a. Label all people of color/culture based on their selected identities.
    b. If group lacks adequate diversity, label some Caucasians with identity of another race. (If there are not enough people of color to comprise an equal size group, people of color are assigned to a different racial group also.)
    c. For rest of process, each person can only sit/talk with people of same race.
    (Insert index)
2. Ask the group to relax and find a comfortable position for a brief guided fantasy. Ask them to close their eyes and breathe deeply. Read the Fantasy:

    (To be read slowly and methodically)
    "This process is to assist you in assuming your new identity (or to have you think in more depth about your actual racial identity). Place yourself in the body and role of a person of the race you are assigned. Everyone close your eyes and imagine yourself physically. Notice your features -- your facial features -- your body -- your hair texture -- your skin color -- everything physical that in some way links you to a particular group. Think about your life. In what way does being (A, B, L, MR, NA, M) reflect your lifestyle? How is your ethnicity reflected back to you by your family -- your friends -- the foods that you eat -- your language -- your speech pattern? Where do you work? What race are those around you? How do you feel about this? Slowly go back over your answers. When you are ready, open your eyes."

Debrief: Get general reactions to the fantasy. For people of color, what did this bring up? For the white group, explore origins of racial identity beyond being American. How do participants identify their ethnic roots? Do they? If not, suggest this might be worth exploring with their family.

For Mixed Race individuals, process specifically what this brings up for them. What group do they personally identify with? What group(s) do others usually identify you with? How does your family identify? What feelings do you have about your race identity? What are some positive aspects? Some negative?

DI-AD Questions

To be discussed/shared with a partner
give each child 1 to 5 minutes to answer

1. Share a scary dream.

2. Talk about a family tradition.

3. Talk about a time when you were teased.

4. How do you decide between right and wrong?

5. Describe yourself in three words?

6. Think of a "mistake" you made, share what you could have done differently.

7. Is there something you feel guilty about?

8. Share about a time when someone really let you down?

9. Talk about something you enjoy doing.

10. Have you ever really liked someone? what did you do about it?

11. How do you feel about war?

12. What makes you angry?

13. What does your dream home look like?

14. When you think of MAGIC, what comes to mind?

15. Describe your favorite place.

16. Where do you go when you are feeling down?

17. What food would you have for your "perfect meal"?

18. What do you think makes a good friend?

19. If you were an animal, what kind would you be and why?

20. What do you like/dislike about a rainy day?

(Make up more of your own)

INCLUSION-ICEBREAKER QUESTIONS

These are a great way to start each day together
(done in a full group circle)

1. When I walk into a group I usually feel...

2. I feel best about myself when...

3. The one thing that is hard for me to talk about is...

4. One thing I regret having done is...

5. One thing I worry about is...

6. What sense (smell, taste, feel, hear, see) do you get the most
   pleasure from?

7. If you won the lottery, what are the first three things you
   would do?

8. (complete the sentence) (use one per day)

    If you really knew me, you would know...

    If I were an animal I would be...

    If I were a color I would be...

    Based on the way I am feeling right now,

        if I were a color I would be...

        if I were a car I would be a _____ and I'd be
        _____(where, how fast?)

9. One thing that scares me is...

10. One thing I value in a friend is _____.

11. When it is quiet I feel ...

12. When people yell I feel...

13. One thing I am proud of is ...

14. One thing I am good at is...

15. Something I could use help on is...

16. Name your "dream place" in three words.

17. The loneliest time for me is...

18. When I think of winter I think of ...

19. A sport that I like to do is _____ .

20. The high point of the last week for me was...

    The low point of the last week for me was...

           (make up more of your own)

APPENDIX D

Department of Urban Studies and Planning

Office: 343 UPA
Hours: 3-5 W,
5-6 Tu, or by appt.

USP 586: Urban Social Networks
Fall Term, 1993

The course will focus on social networks in urban settings, exploring the usefulness of the notion of a network to understand interactions among individuals and also ties among social groups and organizations. Literature from sociology, psychology, and anthropology will be drawn upon, looking at the application of network concepts and analysis in each.

Texts:

Knoke, D. & Kuklinski, J. (1982). *Network analysis*. Beverly Hills, Ca: Sage.

Other required readings are available for purchase from Clean Copy, SW 6th & Montgomery.

Relevant Journals:

American Journal of Community Psychology

American Journal of Sociology

Connections. Newsletter of the International Society for Network Analysis.

Journal of Personality and Social Psychology

Journal of Personal Relationships

Social Networks.

September 28: Overview

October 5: Network concepts, theories, and approaches

Assigned Reading:

Knoke & Kuklinski text, pp. 5-21.

Scott, J. (1991). *Social network analysis: A handbook*. Newbury Park, CA: Sage. Chapter 2. The development of social network analysis.

Recommended Reading:

Clark, M. & Mills, J. (1979). Interpersonal attraction in exchange and communal relationships. *Journal of Personality and Social Psychology, 37*, 12-24.

Cook, K. & Whitmeyer, J. (1992). Two approaches to social structure: Exchange theory and network analysis. *Annual Review of Sociology, 18*, 109-127.

Simpson, R. (1976). Theories of social exchange. In J. Thibaut, J. Spence, and R. Carson (Eds.), *Contemporary topics in social psychology*. Morristown, NJ: General Learning Press.

October 12: Classic studies in social networks

Assigned Reading:

Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology, 78*, 1360-1380.

Granovetter, M. (1982). The strength of weak ties: A network theory revisited. In P. Marsden & N. Lin, *Social structure and network analysis*. Beverly Hills, CA: Sage. Pp. 105-130.

Kochen, M. & de Sola Poole, I. (1989). Contacts and influence. In Kochen, M., ed., *The small world*. Pp. 3-28. Norwood, NJ: Ablex Publishing Corporation.

Recommended Reading:

Travers, J. & Milgram, S. (1969). An experimental study of the small world problem. *Sociometry, 5*, 289-302.

Rogers, E. & Kincaid, D. (1981). *Communication Networks*. New York: Free Press.

October 19: Gathering social network data

Assigned Reading:

Knoke & Kuklinski text, pp. 22-35.

van Sonderen, E., Ormel, J., Brilman, E. & van Linden van den Heuvell, C. (1990). Personal network delineation: A comparison of the exchange, affective and role-relation approach. In Knipscheer, K. & Antonucci, T., eds., *Social network research: Substantive issues and methodological questions*. Pp. 101-120. Amsterdam: Swets & Zeitlinger.

October 26: Network analysis

Assigned Reading:

Knoke & Kuklinski text, pp. 35-86.

House, J. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley.

House, J. & Kahn, R. (1985). Measures and concepts of social support. In S. Cohen and S. Syme (Eds.), *Social support and health*. Orlando, FL: Academic Press, pp. 83-108.

Thoits, P. (1982). Conceptual, methodological and theoretical problems in study social support as a buffer against life stress. *Journal of Health and Social Behavior, 23*, 145-159.

November 16 Social networks and social support: ethnicity, gender, SES

Assigned Reading:

Fischer, C. (1982). *To dwell among friends: Personal networks in town and city.* Chicago: University of Chicago. Chapters 15, 16.

Recommended Reading:

Greenbaum, S. (1982). Bridging ties at the neighborhood level. *Social Networks, 4*, 367,384

Garbarino, J. (1977). The price of privacy in the social dynamics of child abuse. *Child Welfare, 56*, 565-575.

Stack, C. (1975). *All our kin*. New York: Harper and Row.

November 23: Social networks and social support through the life cycle

Cochran, M., Larner, M., Riley, D., Gunnarsson, L., & Henderson, C. (1990). *Extending families: The social networks of parents and their children.* Chapters 15, 16. New York: Cambridge University.

November 30: Interventions in social networks

Assigned Reading:

Froland, C., Pancoast, D., Chapman, N. & Kimboko, P. (1981). *Helping networks and human services.* Beverly Hills, CA: Sage. Chapter 3.

Gottlieb, B. (1991). Quandaries in translating support concepts into intervention. In Veiel, H. & Baumann, U., eds., *The meaning and measurement of social support*. Pp. 293-312. New York: Hemisphere Publishing Corporation.

Recommended Reading:

Gottlieb, B. (1983). *Social support strategies.* Beverly Hills, CA: Sage.

4

Recommended Reading:

Rogers, E. & Kincaid, D. (1981). *Communication Networks.* New York: Free Press. Chapter 4.

November 2: Social networks and communities

Assigned Reading:

Wellman, B. (1979). The community question: Intimate networks of East Yorkers. *American Journal of Sociology, 84*, 1201-1231.

Fischer, C. (1982). *To dwell among friends: Personal networks in town and city.* Chicago: University of Chicago. Chapters 1-3, 7, 8..

Recommended Reading:

Wellman, B., Carrington, P. & Hall, A. (1988). Networks as personal communities. In B. Wellman & S. D. Berkowitz eds. *Social structures: A network approach.* New York: Cambridge University Press. Pp. 130-184.

Fischer, C. (1972). Urbanism as a way of life: A review and an agenda. *Sociological Methods and Research, 1*, 311-326.

November 9: Social networks and social support

Assigned Reading:

Morgan, D. (1990). Combining the strengths of social networks, social support, and personal relationships. In S. Duck (Ed.), *Personal relationships and social support.* Pp. 190-215. London: Sage.

Sarason, B., Sarason, I. & Pierce, G. (1990). Traditional views of social support and their impact on assessment. In Sarason, I & Sarason, B.,eds., *Social support: Theory, research, and applications.* Pp. 9-25. Boston: Nijhoff.

Rook, K. (1991). Detrimental aspects of social relationships: Taking stock of an emerging literature. In Veiel, H. & Baumann, U., eds., *The meaning and measurement of social support.* Pp. 157-170. New York: Hemisphere Publishing Corporation.

Recommended Reading:

Dooley, D. (1985). Causal inference in the study of social support. In S. Cohen and S. Syme (Eds.), *Social support and health.* Orlando, FL: Academic Press, pp. 109-125.

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APPENDIX E

FEBRUARY NEIGHBORHOOD MEETINGS

Please note that these meetings are subject to change.
Our information is as of January 17, 1995.

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01 Buckman Community Association Board Meeting
7:00 PM Tom Baker's Home
    1804 SE Pine

01 Irvington Neighborhood Association Board Meeting
7:00 PM Augustana Lutheran Church
    NE 14th and Knott

01 Madison South Neighborhood Association General Meeting
7:00 PM Grace Foursquare Church
    2235 NE 82nd

01 North Portland Neighborhood Chairs Network Meeting
7:00 PM North Portland Neighborhood Office
    2410 N Lombard

02 Old Town/Chinatown Board Meeting
3:00 PM Downtown Chapel
    601 W Burnside

05 Boise Neighborhood Association Meeting
7:00 PM Boise/Eliot School
    620 N Fremont

Office of Neighborhood Associations　　　　　　　　823-4519

05 Northwest District Association Board Meeting
5:30 PM Northwest Service Center
1819 NW Everett, Board Room

05 Southeast Uplift Neighborhood Program Board Meeting
7:00 PM Southeast Uplift Office
3534 SE Main

05 Southwest Neighborhoods, Inc. Task Force Meeting
7:30 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

06 Concordia Neighborhood Association Meeting
7:00 PM Englewood Christian Church
3515 NE Killingsworth

06 Forest Park Neighborhood Association Board Meeting
7:30 PM Community Center
360 NW Greenleaf

06 Friends of Cathedral Park Neighborhood Association Community Meeting
7:00 PM St. Johns Library
7510 N Charleston

06 Hillside Neighborhood Association Board Meeting
7:30 PM Hillside Community Center
653 NW Culpepper Dr.

06 Southwest Neighborhoods, Inc. Parks Committee Meeting
7:30 PM Multnomah Center
7688 SW Capitol Hwy., SWNI Conference Room

06 St. Johns Business Boosters Board Meeting
7:30 AM Kienows
8310 N Ivanhoe

07 Brentwood-Darlington Neighborhood Association General Meeting
7:00 PM Lane Middle School
7200 SE 60th Ave.

07 Central Northeast Neighbors Board Meeting
7:30 PM Central Northeast Neighbors
5540 NE Sandy. Blvd.

07 Corbett/Terwilliger/Lair Hill Neighborhood Association Meeting
6:30 PM Terwilliger School
6318 SW Corbett

07 Hollywood Boosters Luncheon Meeting
12:00 PM Galway's
3728 NE Sandy Blvd

07 Laurelhurst Neighborhood Association Board Meeting
6:30 PM Laurelhurst Grade School
840 NE 41st

07 Southwest Community Center Task Force Meeting
4:30 PM Multnomah Center
7688 SW Capitol Hwy., Senior Center

07 Sylvan/Highlands Neighborhood Association General Meeting
7:00 PM 1718 SW Parkview Court

08 Buckman Community Association General Meeting
7:00 PM Washington Monroe Site, #121
531 SE 14th

08 Goose Hollow Foothills League Executive Committee Meeting
7:30 AM Mallory Motor Hotel Restaurant
729 SW 15th

08 Kenton Business Association Meeting
7:30 AM Kenton Fire House
8105 N Brandon

08 Lombard North Business Association General Meeting
7:30 AM North House Restaurant
240 NE Columbia Blvd.

08 Pearl District Neighborhood Association Board Meeting
6:30 PM Northwest Service Center
1819 NW Everett, Board Room

08 West Portland Park Neighborhood Association Meeting
7:00PM Markham School, Media Library
10531 SW Capitol Hwy.

08 Wilkes Community Group Meeting
7:00 PM Glenfair Elementary School
15300 NE Glisan

09 Multnomah Village Association Meeting
8:00 AM Multnomah Center, Senior Center
7688 SW Capitol Hwy

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10 Tryon Creek State Park Ivy Pull
9:00 AM Tryon Creek State Park
11321 SW Terwilliger Blvd.

12 Beaumont-Wilshire Neighborhood Association Membership Meeting
7:30 PM Bethany Lutheran Church Library
4330 NE 37th

12 Brentwood-Darlington Neighborhood Association Board Meeting
7:00 PM Safety Action Team Office
5416 SE Flavel Drive

12 Bridlemille/Robert Gray Neighborhood Association Meeting
7:00 PM St. Andrew's Presbyterian Church
3228 SW Sunset Blvd.

12 Centennial Neighborhood Association Meeting
7:30 PM Columbia Bible Church
2600 SE 170th

12 Corbett/Terwilliger/Lair Hill Land Use Meeting
7:00 PM Trinity Presbyterian Church
6437 SW Virginia

12 Eliot Neighborhood Association Board Meeting
7:00 PM Matt Dishman Center
77 NE Knott

12 Montavilla Community Association General Meeting
7:00 PM OSU Extension Center
211 SE 80th Ave

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12 Multnomah Planning Committee Meeting
7:00 PM Multnomah Center
      7688 SW Capitol Hwy., SWNI Conference Room

12 Powellhurst Gilbert Neighborhood Association Meeting
7:00 PM Powellhurst Baptist Church
      3435 SE 112th

12 Richmond Neighborhood Association Board/General Meeting
7:00 PM Central Christian Church
      1844 SE 39th

12 South Burlingame Neigborhood Association Meeting
7:00 PM Burlingame Baptist Church
      125 SW Miles

12 St. Johns Neighborhood Association Board Meeting
6:00 PM Wesleyan Church
      8550 N St. Louis

12 St. Johns Neighborhood Association General Meeting
7:00 PM Wesleyan Church
      8550 N St. Louis

12 Woodstock Neighborhood Association General Meeting
7:00 PM Woodstock Community Center
      5905 SE 43rd

13 Arnold Creek Neighborhood Association Meeting
7:00 PM Jackson Middle School
      10625 SW 35th, Room D136

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13 Ashcreek Neighborhood Association Meeting
7:00 PM Multnomah Center
     7688 SW Capitol Hwy., Hamilton Room

13 Creston-Kenilworth Neighborhood Association General Meeting
6:15 PM Kenilworth Presbyterian Church
     4028 SE 34th

13 Cully Association of Neighbors (CAN) General Meeting
7:00 PM St. Charles Parish
     4310 NE 42nd

13 Foster/Powell Neighborhood Association General Meeting
7:00 PM 3829 SE 74th

13 Hayhurst Neighborhood Association Meeting
7:00 PM Multnomah Center
     7688 SW Capitol Hwy.

13 Mill Park Neighborhood Association Meeting
7:00 PM Mill Park Elementary Library
     1900 SE 117th

13 Multnomah Neighborhood Association Meeting
7:00 PM Multnomah Center
     7688 SW Capitol Hwy, William's Room

13 Northwest Industrial Neighborhood Association Board Meeting
4:30 PM NINA Caboose
     3030 NW 29th

13 Public Safety Action Committee Meeting
7:00 PM Columbia Cottage
    4339 N Lombard

13 Southwest Business Association Meeting
12:00 PM Henry Ford's Restaurant
    9589 SW Barbur Blvd.

13 Sunnyside Neighborhood Association Board Meeting
7:30 PM Sunnyside Methodist Church
    3520 SE Yamhill

14 Collins View Neighborhood Association Meeting
7:00 PM Collins View School
    9806 SW Boones Ferry Rd., Cafe

14 Corbett/Terwilliger/Lair Hill Planning Committee Meeting
7:00 PM Trinity Presbyterian Church
    6437 SW Virginia St.

14 Crestwood Neighborhood Association Meeting
7:00 PM Finch's Home
    10022 SW 53rd

14 Hollywood Development Corporation Meeting
5:45 PM Central Northeast Neighbors
    5540 NE Sandy Blvd.

14 Homestead Neighborhood Association Meeting
7:00 PM OHSU Child Development and Rehabilitation Center
    707 SW Gaines

14 **Interstate Safety and Action Group Meeting**
9:00 AM Kaiser Town Hall
3704 N Interstate

14 **Kenton Neighborhood Association Board Meeting**
7:00 PM Kenton Fire House
8105 N Brandon

14 **King Neighborhood Association Meeting**
6:30 PM King Facility
4815 NE 7th

14 **Lloyd Community Association Land Use Meeting**
8:00 AM Calaroga Terrace, 8th Floor, Conference Room
1400 NE 2nd Ave.

14 **Maplewood Neighborhood Association Meeting**
7:00 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

14 **Marshall Park Neighborhood Association Meeting**
7:00 PM Capitol Hill United Methodist Church
2401 SW Taylors Ferry Rd.

14 **Neighbors West/Northwest Review Board Meeting**
5:30 PM Multnomah Athletic Club
1849 SW Salmon

14 **Portsmouth Neighborhood Association Board of Directors' Meeting**
7:00 PM 3911 N Attu

14 Wilson Neighborhood Association Meeting
7:30 PM Wilson High School
1151 SW Vermont St

15 Arbor Lodge Neighborhood Association Board Meeting
6:00 PM Peace Lutheran Church
2201 N Portland Blvd.

15 Arbor Lodge Neighborhood Association General Meeting
7:00 PM Peace Lutheran Church
2201 N Portland Blvd.

15 Gateway Area Business Association Meeting
11:45 AM JJ North Grand Buffet
10520 NE Halsey

15 Goose Hollow Foothills League Board Meeting
7:00 PM First United Methodist Church
1838 SW Jefferson, Room 202

15 Roseway Business Association Meeting
7:00 AM Sir Loin's
8025 NE Sandy Blvd.

15 Southwest Neighborhoods, Inc. Executive Committee Meeting
11:30 AM Multnomah Center
7688 SW Capitol Hwy., SWNI Conference Room

15 Southwest Neighborhoods, Inc. Land Use Committee Meeting
7:00 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

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19 Central Northeast Neighbors Executive Committee Meeting
11:45 AM Central Northeast Neighbors
5540 NE Sandy Blvd.

19 Far Southwest Neighborhood Association Meeting
7:00 PM Ridge Bible Church
12647 SW 62nd

19 Hazelwood Neighborhood Association General Meeting
7:00 PM East Portland District Coalition Office
1917 SE 122md

19 Northwest District Association Board Meeting
5:30 PM Northwest Service Center
1819 NW Everett, Board Room

19 Southwest Neighborhoods, Inc. Transportation Committee Meeting
7:00 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

20 Bridgeton Neighborhood Association General Meeting
7:00 PM Columbia School
761 NE Marine Dr.

20 Downtown Community Association Board Meeting
5:30 PM Portland State University, Smith Hall, Room 290-292
1825 SW Broadway St.

20 Downtown Community Association General Meeting
6:30 PM Portland State University, Smith Hall, Room 290-292
1825 SW Broadway St.

20 Northeast Coalition of Neighborhoods Board Meeting
7:00 PM King Facility
4815 NE 7th

20 Overlook Neighborhood Association Board Meeting
6:00 PM Kaiser Town Hall
3704 N Interstate Ave.

20 Overlook Neighborhood Association General Meeting
7:00 PM Kaiser Town Hall
3704 N Interstate Ave.

20 Roseway Neighborhood Association Board Meeting
6:30 PM Harvey Scott School
6700 NE Prescott

20 St. Johns Business Boosters General Meeting
7:30 AM YWCA
8010 N Charleston

20 Sumner Association of Neighbors Board Meeting
7:00 PM Mary Larson's Home
9130 NE Alberta

21 Hillsdale Business and Professional Association Meeting
8:30 AM Ponchos
6319 SW Capitol Hwy

21 Lloyd Community Association Board Meeting
8:00 AM Travel Lodge Hotel
1441 NE 2nd

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21 North Portland Transportation Network Meeting
7:00 PM North Portland Neighborhood Office
2410 N Lombard

21 Parkrose Community Group General Meeting
7:30 PM Parkrose Middle School
11800 NE Shaver

21 Rose City Park Neighborhood Association Board Meeting
7:30 PM Central Northeast Neighbors
5540 NE Sandy Blvd.

21 Southwest Neighborhoods, Inc. Planning and Evaluation Committee Meeting
7:30 PM Multnomah Center
7688 SW Capitol Hwy., SWNI Conference Room

21 Sullivan's Gulch Neighborhood Association Board Meeting
7:30 PM Holladay Park Plaza
1300 NE 16th

21 Sumner Association of Neighbors General Meeting
7:00 PM Immanuel Baptist Church
8311 NE Prescott

21 Woodlawn Neighborhood Association Meeting
7:00 PM Oddfellows Hall
700 NE Dekum

22 Parkrose Business Association Meeting
11:30 AM Courtyard by the Marriot
11550 NE Airport Way

24 Corbett/Terwilliger/Lair Hill Communications Committee Meeting
9:00 AM Neighborhood House
  7780 SW Capitol Hwy.

24 Maplewood Neighborhood Association Planning Meeting
10:00 AM Multnomah Center
  7688 SW Capitol Hwy., Room 14

26 Alameda Neighborhood Association Meeting
7:00 PM Alameda School
  2732 NE Fremont

26 Multnomah Planning Committee Meeting
7:00 PM Multnomah Center
  7688 SW Capitol Hwy., SWNI Conference Room

26 Sabin Community Association Meeting
7:30 PM Sabin School
  4013 NE 18th

26 Tryon Creek Council Meeting
7:00 PM Manor House, Tryon Creek State Park
  6039 SW Knightsbridge Dr.

26 University Park Neighborhood Association Board Meeting
6:00 PM Porstmouth Trinity Lutheran Church
  7119 N Portsmouth

26 University Park Neighborhood Association General Meeting
7:00 PM Porstmouth Trinity Lutheran Church
  7119 N Portsmouth

27 Lents Neighborhood Association General Meeting
7:00 PM New Copper Penny
5932 SE 92nd

27 North Portland Land Use Network Meeting
7:00 PM North Portland Neighborhood Office
2410 N Lombard

27 Southwest Business Association Meeting
12:00 PM Henry Ford's Restaurant
9589 SW Barbur Blvd.

27 Southwest Neighborhoods, Inc. Crime Prevention Meeting
7:00 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

28 Brooklyn Action Corps Board Meeting
7:00 PM Brooklyn School
3830 SE 14th

28 Corbett/Terwilliger/Lair Hill Planning Committee Meeting
7:00 PM Trinity Presbyterian Church
6437 SW Virginia

28 East Portland District Coalition Board Meeting
7:00 PM David Douglas Administration Building
1500 SE 130th

28 Southwest Neighborhoods, Inc. Board Meeting
7:00 PM Multnomah Center
7688 SW Capitol Hwy., Room 14

29 Hayden Island Neighborhood Network Board Meeting
7:00 PM Columbia River Red Lion Inn
1401 N Hayden Island Drive

29 Piedmont Neighborhood Association Meeting
7:00 PM Holy Redeemer School
127 N Portland Blvd.

29 Vernon Community Association Meeting
7:00 PM Vernon School
2044 NE Killingsworth

Office of Neighborhood Associations   823-4519

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The ADVOCATE

NAMCO

Oregon Department of Transportation (ODOT) DBE Program in Shambles

By James Posey

So what else is new! For the last several years ODOT has been radically declining in African American contractor participation. In contrast, white females have increased in participation. But there are many more equally disturbing trends.

The recently released Annual Update and Progress Report on Disadvantage Business Enterprise Programs for the period October 1, 1993 through September 30, 1994 paints a dismal picture for African Americans. For example, of 219 million dollars committed to prime contractors in the reporting period, only 49 thousand dollars was committed to African American contractors.

Of the 30 million dollar plus contracts awarded to DBEs nearly half (14 million) went to white females. The rest went primarily to Hispanics, Asian/Pacific and Native Americans, which in no way proportionately represent their population in Oregon. It is embarrassing that Black males are listed at so low numbers and African American women are not listed at all. However, the real embarrassment rests with ODOT and should be shared by white general contractors who have virtually eliminated participation of Black contractors.

What is even more troublesome is the fact that even prior to this current wave of attacks on Affirmative Action programs, opponents working in and outside of ODOT have been successful in dismantling all semblance of compliance safe guards. In the report cited above, contract provisions have been relaxed to allow the prime contractors to further abuse the program intent. For example, 1) primes are no longer required to submit a work plan on how they use DBEs.

Also as indicated in the report, while ODOT civil rights personnel have attempted to take some meaningful compliance actions, it's clear they are having minimum effect on repeat violators. Especially in spite of flack, hundreds of thousands have been awarded to supportive services program consultants who don't have a clue on how to provide substantive technical assistance to African American contractors.

Again, this is not a new situation. In 1991 the National Association of Minority Contractors of Oregon (NAMCO) called on Mr. Ron Wyden to hold a congressional hearing on the matter. Mr. Wyden chose instead to hold hearings on the then proposed Westside-Light Rail project, which incidently has achieved only token African American participation both with contractors and workers; African Americans can only characterize this situation as a perpetual struggle. Because as many Black leaders are preoccupied with fending off attacks on other social issues like welfare, crime and health reform, that adversely affect African Americans, this most important economic issue battle is all but lost. Hopefully, African Americans will wake up before it's finally too late.

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