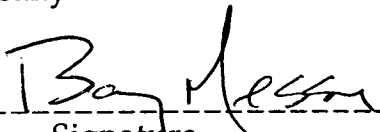


**Proposal to the University Curriculum Committee
Freshman Inquiry Course**

I Cover Sheet

Course title: The Many Places of Portland
Date first offered: Fall 1999
Sections per year: 4
Statement of theme: We will look at the complex relationship between people and their natural, material and social environments.

Signatures of participating faculty:

Barry Messer  5/20/99

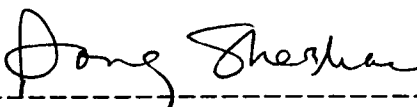
Name (typed) Signature Date

Georg Grathoff  5/20/99

Name (typed) Signature Date

Sharon Carstens  5/20/99

Name (typed) Signature Date

Doug Sherman  5/21/99

Name (typed) Signature Date

Contact faculty:

Barry Messer USP 5-5179 messerw@pdx.edu

Name Mail Code Telephone Email

II. Course Narrative

A. Statement of theme/topical area (no more than 200 words)

How do our surroundings shape our lives? How do we shape our surroundings? In this course, the complex relationship between people and the places in which we live, recreate, and work will be explored. We will specifically focus on Portland places: its place as a context for human development and cultural expression; its place as an urban area of diverse communities; its place within the natural, material and social environment of the Pacific Northwest; and its global place with historic and emergent ties beyond the Pacific Northwest. We will discuss what connects people to their place(s) as well as what makes their place(s) a part of their social, cultural, spiritual, economic and political life. We will read broadly, touching on cultural anthropology, urban studies, education and the natural sciences. We will provide opportunity for students to ground their understanding with applied experience by encouraging and supporting student interactions and "field research" within and among the communities and spaces of greater Portland.

B. Learning objectives specific to this theme:

By the end of this course, students should be able to:

1. Discuss the different conceptions of urban community and their expressions in time and space.
2. Discuss the basic principles that shape the natural, social, and cultural settings of Portland and its surrounding area.
3. Conduct themselves in a respectful manner when interacting with new and different communities from their own.
4. Discuss their own relationship with the physical and social surroundings
5. Prepare and conduct field research of two or three different types.

C. Assessment of student learning (specific to theme)

Assessment of theme-specific student learning will be based on graded written work and oral presentations; ungraded work such as personal journals; a theme specific measure of knowledge, attitudes, and behaviors related to community and appreciation of diversity; and a theme-specific measure of writing ability imported from Clackamas Community College

D. Description of methods to ensure coherence of theme across participating faculty

The Many Places of Portland team will meet weekly throughout the academic year to discuss course implementation. Faculty will visit each other's classes on a regular basis and share their respective disciplinary specialty with other classes. Each term, we will share major assignments and readings.

E. Interdisciplinarity of theme:

Our faculty teams includes a cultural anthropologist (Carstens), a specialist in Urban Studies and Planning (Messer); a geologist (Grathoff); and a Education specialist (Sherman).

F. Relation of course to other University Studies offerings (cohesion, ties to future learning):

The particular theme is not formally tied to any Sophomore/Junior cluster. However, students interested in continuing to pursue the issues we will raise in this FRINQ will be well served in several clusters, including "Community Studies," "Healthy People/Healthy Places," "American Studies" and "Natural Science Inquiry."

G. How this course will address University Studies Goals:

(see next page)

University Studies Goal	Representative Assignments	Assessment Plan
Communication: Writing	All terms: three 3 to 5 page papers on discussion questions based on readings	University Studies writing assessment (embedded in final portfolio); theme-specific pre- and post-course writing assessment
Graphics	A graphic representation of data from survey of City Count (i.e. pedestrians, trees, building types in downtown Port land)	Assess ability to produce an appropriate graphic and describe it in written text
Oral Communication	All terms: required oral presentations in class regarding community research project	Assess readiness, preparation and delivery
Numeracy	Collection and manipulation of statistical data base on environmental conditions in Port land	Assess ability to analyze statistical data
Visual Communication	Reference ecology project where students create and analyze visual displays which are characteristic of students ecological address	Assess ability to create and analyze visual communication
Group process	Group preparations for facilitating class discussion on selected reading assignments	Assess individual contributions to the group process; assess efforts of group to integrate all members
Computer Literacy	All terms: applied work in sections using word, excel and power point for class assignments	Assess how effective computer applications are utilized to complete course assignments
Inquiry and Critical Thinking	Exercise involving scientific debate on the floods which shaped the Columbia Basin and Port land geology	Assess ability to use critical thinking concepts in written and oral analyses of this debate
Diversity and Human Experience	Reflection exercise on guest speakers representing diverse communities in Port land area	Assess assigned but ungraded entries in personal journals, early and late in the year
Ethics and Social Responsibility	Service learning project with local service organization	Assess assigned but ungraded entries in personal journals, early and late in the year

III Course Schedule

<u>Term</u>	<u>Topical Outline</u>	<u>Faculty</u>
Fall	<ul style="list-style-type: none">• Introductory topics and historical background:<ul style="list-style-type: none">Natural environment of placeBuilt environment of placeHuman culture of place• Community research project	Grathoff Messer Carstens Sherman
Winter	<ul style="list-style-type: none">• Current issues:<ul style="list-style-type: none">Impact of urbanization and growthIncreasing cultural diversity• Community service project	Messer/Grathoff Carstens
Spring	<ul style="list-style-type: none">• Sustainable Places:<ul style="list-style-type: none">Future of Portland's developing communitiesGlobal connections to Portland and their impact• Portfolio Development	

IV Preliminary Reading List

Dirk Van der Elst with Paul Bohannan. Culture as Given, Culture as Choice. Waveland Press, 1999.

Durning, Alan, This Place on Earth, Northwest Environment Watch, 1997.

Gallagher, Winifred, The Power of Place, Harper, 1996.

Rybczynski, Witold, City Life. Scribner, 1996.

Allen, J.E., Burns M., and Sargent, S.C. Cataclysm on the Columbia, 1986.

Ursula Le Guin, Blue Moon Over Thurman Street. New Sage Press, 1993.

Anne Fadiman, The Spirit Catches You and You Fall Down. Farrar, Straus and Giroux. 1997