

Syllabus for UNST 220, Understanding Communities - Spring 2024

Instructor Information

Norene Hough (she/they)
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Office Hours: Mon. & Wed. 12 pm - 2 pm
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Mentor Information

Jung In Lee (she/her)
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Course Description

This is a Sophomore Inquiry Class (SINQ) - which means this is a class where you will work on improving your writing skills within the topic Understanding Communities. In this course, we will look to explore the nature of the communities in which we live. The Understanding Communities Cluster provides an opportunity to gain the skills and knowledge required to explore the balance of individualism and social responsibility in communities. This course introduces and explores the concepts of community through sociology, anthropology, geography, history, community organization, and urban planning.

UNST Objectives – The Objectives for this Course

- ❖ ***Inquiry and Critical Thinking:*** Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
- ❖ ***Communication:*** Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- ❖ ***Ethics, Agency, & Community:*** Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities
- ❖ ***Diversity, Equity and Social Justice:*** Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Class Materials

For this course, we will rely on articles, websites, and videos that will be posed to Canvas. We will use technology including Canvas, Email, Zoom and Google suite. You are responsible for accessing these technologies multiple times per week. You do need regular internet access and a computer/ laptop/ Chromebook for this class. If you need a hotspot or a laptop – please see the student resources section of Canvas.

There are no materials you need to purchase for this course, more details will be provided by the instructor.

Class Format

This is a 4-credit course that includes both the main session & a mentor session. This class will be an ***IN PERSON*** course. The course will utilize an interactive lecture/ discussion format in the main session and a discussion format in the mentor session. Each week you will meet twice as a whole class in the main session & then once in a mentor session with Jake and a small group of students.

Assignments for this course will be due in both main session and mentor session building towards a single grade. **Attendance and participation in both the main course and mentor session are required.** If you cannot regularly attend class, please select a different section of this course.

The materials for the course will be run through the Canvas site and all materials will be posted to that site. It is important to let the instructor know if you are not able to access information or if you are having problems with the technology. The class is held over 10 weeks & **there will be weekly deadlines & due dates.** For this class you will have materials due on Wednesday at the start of class & Sunday evenings.

Course Requirements

This course requires a number of different assignments that ask you to think critically about communities, yourself & the larger world. There are readings in this class but those assigned are key to your participation in each assignment; will help build your understanding, and will form the basis for the research for the activities and assignments. Additional information, assignment directions and rubrics will be posted to Canvas.

In order to pass this course, you must:

- **Attend class: all students must attend both the main session & mentor session of this course.** Attendance will be taken. It is not possible to pass this course if you do not attend as many of the points earned in this class are earned during class time.
- **Participation:** students are expected to come prepared, be active with others in the learning process, and demonstrate effective community with respect and civility.
- **Acquire, Read, & Actively Participate in your Book for Book Group.**
- **Research & Write** – this course is a writing class so you will be expected to write each week and turn in your writing each week.
- **Complete the assignments** and turn them in on Canvas.
- **Reflect and Build on the 4 UNST Learning Objectives for this class.**

Expectations for Inclusivity

Building an inclusive learning environment requires us to work together to listen (reading carefully and reflecting in the online environment), and make room for all to have a say (asking questions and interacting in an encouraging way); to support each other to find our voice; and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

We can all promote safe and inclusive learning by listening deeply (including reading carefully and reflecting) and being ready to learn from those around us. In an online learning environment, it is important to work to write clearly, thoughtfully, and respectfully (take your time and consider the impact of your words). Please learn and use the correct pronouns for your classmates, please do not make assumptions. I hope that we can begin from a place of mutual respect and gentle personalism – taking each other where we are at each day, offering the benefit of the doubt, and being aware that the workings of power and privilege impact different communities and individuals in different ways.

Grading Policies

Grading: Grades are determined entirely based on points assigned. The points for each assignment will be detailed on both the syllabus and each assignment. I use the standard university grading scale as detailed below. All grades are kept up to date in Canvas. The instructor provides feedback on larger assignments. If you have any questions about a grade, at any time, please email the instructor. It is your responsibility to check your grades on Canvas and ensure that you are making progress.

Late Work Policies: **Classes move very fast & 10 weeks is very quick when you get behind.** Late work makes it hard to keep up and engage with your peers. As a result, late work will be accepted for up to 1 week after the due date with a 10% penalty. After one week, I will not accept late work in this course.

This late work policy (1 week with a 10% penalty) applies to Weekly Writing Reflections & projects that can be done outside of class. **Please note: most of the Class Activities/ Participation, Mentor Activities & Group Activities can NOT be made up** – they are based on your completion of the activities in class in discussion with others and that is not something that can be made-up.

I know many unexpected things may happen, if you are behind in the course or something happens that puts you behind/ you need an extension, please contact the instructor immediately. I can be very flexible but I need to know what is going on so that I can offer you that flexibility. Extensions require emailing the instructor and creating a new work plan.

No Incomplete grades: (“I” grades) cannot be offered in UNST 220, under university policy. If you are experiencing difficulty, please seek help from the instructor or other campus supports as soon as possible. For more information, please consult the university “I-to-F” grade policy.

Final Grades – Grades in this course are determined by points. Your percentage is based on these points.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage Cutoff/ based on points	94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%

Assignments

The following represent summaries of the breakdown of grades and assignments for this course. Further guidance and detailed instructions about each assignment will be provided in each assignment via Canvas. The class has a total of 1,000 possible points.

We meet each week on Monday & Wednesday. Each week this class will have two deadlines – Wednesday & Sunday. **All work for this course will be due no later than class on Wednesday & Sunday at midnight of that week.** Each assignment will have the due date included and they are on Canvas. You can plan on these due dates ahead of time. The class is designed so you can work ahead if you know you have a week when you will be less available.

Main Session Activities & Participation - main session (250 points)

Each week these activities are created to help your engagement more with the content of the class and apply what you learned. During class we will have many different options that ask you to participate for that week, they include (but are not limited to): Google Survey, Jamboard, Response to Peers, Exit Tickets, etc. These activities are graded for completion (did you do think about it and complete it following the directions) – there are often no right or wrong answers.

Mentor Session Activities & Participation (90 points)

Mentor session is a key part of this course. You are expected to attend, participate, & be actively engaged in mentor sessions. Attendance will be taken each week.

Weekly Writing Reflections (160 points)

Each week you are required to complete readings, videos, or tasks in order to be prepared for class. These readings and tasks are important to support the learning in class. It is important to look at the materials provided for that week; reflect on how they add to the goals of the course and then write. These are informal and short writing opportunities. Each week you will be responsible for a weekly writing reflection, completed via Google Form, that will be worth 16 points. They will be due each week no later than Sunday night.

City StoryMaps Project (500 points)

- Mapping Assignment - Due April 28th 100 points
- History Assignment - Due May 12th 100 points
- Demographic Assignment - Due May 26th 100 points
- Project Presentation - Due June 5th 100 points
- Topic of Choice & Final Version of the Assignment - Due June 12th 100 points

This class has no final exam – no exams or tests at all.

Weekly Course Schedule -

Due dates, more information on the assignments & expectations are posted on Canvas.

Week 1 - Introduction to Community					
April 1 - April 7	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Review the Syllabus (12 pages) → Determine if this is the class for you to take this term → Why Study Sociology? Chapter 1.4 (1 page) → Read What is a Community (1 page) → Portland, A Cultural Atlas (7 pages) → American Segregation, mapped at day & night (6 min 48 sec) 				
	Deliverables/ Assignments/ What you Turn In				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><i>Due Wednesday @ 2 pm/ Before Class</i></td> <td style="width: 50%; padding: 5px;"><i>Due Sunday @ 11:59 pm/ Midnight</i></td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> → Intro Survey → Google Map Activity/ Mark Your Spot on the Map → Bring Personal Artifact to Class </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Weekly Writing Reflection for Week 1 </td> </tr> </table>	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>	<ul style="list-style-type: none"> → Intro Survey → Google Map Activity/ Mark Your Spot on the Map → Bring Personal Artifact to Class 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 1
	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>			
<ul style="list-style-type: none"> → Intro Survey → Google Map Activity/ Mark Your Spot on the Map → Bring Personal Artifact to Class 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 1 				
Week 2 - What is a Community?					
April 8 - April 14	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Put key dates from Syllabus into your calendar → Read Weekly Overview (1 page) → Read the Week 2 Directions for the City StoryMaps Project → Explore Your City's Wikipedia Page (15 - 30 minutes) → Crash Course Geography # 3 - What is space & how do we study it? (10 min 25 sec) → Why Socialization Matters Ch 5.2 (2 pages); Agents of Socialization Ch 5.3 (3 pages), & Socialization Across the Life Course Ch 5.4 (2 pages) (7 pages total) → Read Setting the Scene for It did Happen Here Podcast (3 pages) → Listen to: It Did Happen Here - Episode 1: Setting the Scene Podcast (30 min 43 sec) 				
	Deliverables/ Assignments/ What you Turn In				
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Week 3 - Community and Culture					

Weekly Course Schedule, page 2

Due dates, more information on the assignments & expectations are posted on Canvas.

Week 3 - Boundaries in a Community					
April 15 - April 21	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Each City is Unique (6 pages) → The American Dream is Harder to Find in Some Neighborhoods by NPR (7-minute listen) → Sticky or Magnetic? Which US States attract people and which do they leave? (1 page) → Long Island Divided (Visual Story 30 – 45 min OR 41 min Video) → Read the Directions for the City StoryMaps Mapping Assignment 				
	Deliverables/ Assignments/ What you Turn In				
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<ul style="list-style-type: none"> • Your Reflection Belonging to Share in Class 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 4 • City StoryMaps Project Mapping Assignment 				
Week 4 - Belonging in a Community					
April 22 - April 28	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → What do Belonging & Community Mean? (3 pages) → What Does It Mean to Belong (2 min 20 sec) → Types of Groups Chapter 6.1 (3 pages) → There is Room for all in this Circle by Sand (2 pages) → The Essential Power of Belonging by Caroline Clarke (11 min 27 sec) → Race, Ethnicity & the Cultural Landscape: Crash Course Geography #29 (12 min) → Rituals are Important to Human Life (8 min) → Mapping Chicago’s Racial Segregation (6 pages) 				
	Deliverables/ Assignments/ What you Turn In				
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<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>				
<ul style="list-style-type: none"> • Your Reflection Belonging to Share in Class 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 4 • City StoryMaps Project Mapping Assignment 				

Weekly Course Schedule, page 3

Due dates, more information on the assignments & expectations are posted on Canvas.

Week 5 - History & Displacement in Communities		
April 29 - May 5	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Land Acknowledgement from PSU (1 page) → The Racist History of Portland, the Whitest City in America by Semuels (14 pages) → The Disturbing History of the Suburb (6 min 16 sec) → A Long History of Affirmative Action – For Whites (2 pages) → Housing Segregation and Redlining in America: A Short History by Code Switch (6 min 36 sec) → American Segregation, mapped at day & night (6 min 48 sec) → How America’s treeless streets are fueling inequality (2 page + 5 min visual story) → Redlining: Mapping Inequity in Dayton & Springfield (52 min) → Read the Directions for the City StoryMaps History Assignment 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Midway- Self Assessment 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 5
Week 6 - Identity in a Community		
May 6 - May 12	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Racial, Ethnic, & Minority Groups Chapter 11.1 (1 page) → Intro to Intersectionality by Taryn Crenshaw (9 min 52 sec) → Instructor Video: Identity & Intersectionality (18 min) → The urgency of intersectionality by Kimberle Crenshaw (18 min) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Personal Identity Reflection via Google Form 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 6 • City StoryMaps History Assignment

Weekly Course Schedule, page 4

Due dates, more information on the assignments & expectations are posted on Canvas.

Week 7 - Demographics in a Community					
May 13 - May 19	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → What is the US Census + Why's It So Important? (5 min 8 sec) → How the US Census Misses People of Color & Why it's so Harmful (3 pages) → Look through the US Census 2020 → Is it Hot in Here & Gone Away (3 pages) → How Decades of Racist Housing Policy Left Sweltering (20 min) → Read Directions on City StoryMaps Project Demographic Assignment 				
	Deliverables/ Assignments/ What you Turn In				
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	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>			
<ul style="list-style-type: none"> → Activity: ESRI Lookup/ Opportunity Atlas 	<ul style="list-style-type: none"> • Activity: Census Reporter Scavenger Hunt - if you did not finish in mentor session • Weekly Writing Reflection for Week 7 				
Week 8 - Bias & Power in a Community					
May 20 - May 26	Readings, Tasks, & Assignments for the Week				
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → White Privilege Unpacking the Invisible Backpack (2 pages) → When You're Accustomed to Privilege, Equality Feels like Oppression by Boeskool (3 pages) → Let's Stop Blaming Poverty on the Poor (2 min 26 sec) → Stereotypes, Prejudice & Discrimination Chap Chapter 11.2 (3 pages) → 'Strong' Black Woman? 'Smart' Asian Man? The Downside to Positive Stereotypes (1 pages) → Why Rich Kids are So Good at the Marshmallow Test (3 pages) → Crash Course Sociology # 35 - Race/ Ethnicity Prejudice & Discrimination (11 min 40 sec) → The modern impact of The Oregonian's Racist History (3 pages) → Why Car Insurance Rates Are Skyrocketing In The U.S. (12 min) → Black Girl in Suburbia Documentary (55 min) 				
	Deliverables/ Assignments/ What you Turn In				
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	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>			
<ul style="list-style-type: none"> → Bring Materials to Class to Work on City StoryMaps Project 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 8 • City Story Maps Project Demographic Assignment 				

Weekly Course Schedule, page 5

Due dates, more information on the assignments & expectations are posted on Canvas.

Week 9 - Mobility in a Community					
Readings, Tasks, & Assignments for the Week					
May 27 - June 2	<p>NO CLASS Monday - Memorial Day</p> <ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Is America Dreaming? Understanding Social Mobility by Brookings Institution (3 min 40 sec) → Are you middle class? Interactive from Washington Post (5 min/ 3 pages) → 10 Reasons Black Americans Still Face More Inequality than Whites (3 min) → What is Social Stratification? Chapter 9.1 (3 pages) → Social Stratification & Mobility in the US Ch. 9.2 (2 pages) → Dark Legacy of this Iconic Baseball Stadium (13 min 19 sec) → Who pays the lowest taxes in the US? (5 min 51 sec) → Why are US cities still so segregated? (6 min) → Read the Directions City StoryMaps Topic of Choice 				
	Deliverables/ Assignments/ What you Turn In				
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	<i>Due Wednesday @ 2 pm/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>			
<ul style="list-style-type: none"> → Compared American Dream Exit Ticket 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 9 				
Week 10 - Community Recap					
Readings, Tasks, & Assignments for the Week					
June 3 - June 9	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Video: So you think you Houselessness (16 min) → Understanding Homelessness in America (9 pages) → An American Suburb, 2018 Stories & Photos from Dolton, Illinois (Visual Story 20-30 min) 				
	Deliverables/ Assignments/ What you Turn In				
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<ul style="list-style-type: none"> → Peer Review of Other's City Project → Come to Class Prepared to Give Presentation of your Project 	<ul style="list-style-type: none"> • End of Term Google Survey • End of Term Self Assessment • Weekly Writing Reflection for Week 10 				
<p>Finals Week - no final for this course. However, the Final Version of your City StoryMap Project is due Wednesday, 6/12 @ midnight.</p>					

Resources & Information

Food Security Information

The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information email foodhelp@pdx.edu

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>. **If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.**

Campus Culture Resource Centers

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, and Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian Initiative. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome! www.pdx.edu/cultural-resource-centers

Infants/ Children in Class Policy

There are resources at the Resource Center for Students with Children, SMSU 462.

I have no problem with your children joining you in class if that is what has to happen that day. Please let me know what accommodations you need to make this work.

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Writing Resources

This course does require you to stretch yourself as a writer. In order to be an effective communicator your writing needs to 1) meet the assigned task; 2) be designed for the intended audience; 3) convey all important information. Every writer needs to proof-read and revise their work to obtain the best finished product. If you need help with this process, PSU's Writing Center (www.writingcenter.pdx.edu) has a variety of free services. **This is a writing class and this is a great free resource for everyone to use.** Please use this resource.

Discrimination, Violence, & Mandated Reporter/ Title IX Reporting Obligations

PSU is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-725-5672 or by scheduling on-line (psuwrc.youcanbook.me) or another confidential employee found on the sexual misconduct resource webpage. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus in your Canvas.

Academic Honesty & Plagiarism

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Cheating and or plagiarism will not be tolerated and will result in a failing grade for the assignment which may result in a failing grade for the course as well. For more information, please look at the PSU Student Code of Conduct (www.pdx.edu/dos/psu-student-code-conduct)