

Syllabus – USP 300 Intro to Urban Studies, Winter 2025

Instructor Information

Norene Hough (she/her)

norenehough@pdx.edu

Office Hours: Monday 10:30 am – 1 pm in 370N, Urban Center or by appointment [Calendar](#)

Course Description

USP 300 is a 4-credit course that introduces the interdisciplinary field of urban studies drawing on urban planning, economics, geography, sociology, politics and the humanities to provide basic concepts for understanding the urbanized world of the twenty-first century. This course discusses cities as economic, social, and political systems and ways in which people have thought about cities.

Learning Outcomes

- Pursue a metacognitive process to be a reflexive reader, thinker, and learner while monitoring one's own comprehension of text, self-assessing your own learning. Engage with your own complex learning style, education, identity, and biases and how it impacts your perspective to synthesize and process new information presented in academic context.
- Demonstrate an understanding of the history and variety of urban forms and structures; and explain how the idea of the city varies in different historical and comparative contexts.
- Describe the distinctive social, cultural, and spatial features of cities and illustrate their impacts on the urban experience; and develop an appreciation of the complexity of cities in form and function and the importance of a multi-disciplinary approach to their investigation.
- Dissect the socio-structural power dynamics in researching/ studying cities as part of urban studies and how this process has contributed/ continues to perpetuate institutional, systemic, and structural racism.
- Demonstrate familiarity with a multi-disciplinary approach to the city as an object of study; and apply concepts or methods from more than one social science or adjacent discipline to analyze an urban issue or problem.
- This is a UNST Cluster course – this means we integrate the 4 program learning goals from University Studies: [Communication; Inquiry & Critical Thinking; Diversity, Equity & Social Justice, and Ethics Agency & Community](#).

Class Materials

This class has no required texts to purchase. We will rely on articles, websites, and videos that will be posed to Canvas. We will use technology including (but not limited to) Canvas, email, Zoom, GIS StoryMaps, Websites 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.** Reliance solely on a cellular connection and/or using a tablet will not be sufficient for the assignments in this course.

Class Format

The course is organized thematically and will use pre-recorded lectures; readings; videos; web based activities, and discussions. This course asks you to practice the skills used by urban scholars every day to study & better under the city. Upper-division students are expected to be self-directed learners able to summarize and synthesize lectures, readings, media, and lead discussions.

Winter Term Format: This class is entirely asynchronous & on-line – meaning there is NO time when the entire class will ever meet in person or on-line. The class is held over 10 weeks & there will be bi-weekly deadlines & due dates. However, you are free to work ahead and on your own schedule as long as you complete the work before the deadlines.

On-Line classes move very fast & 10 weeks is very quick. This is a 4-credit class over 10 weeks. **You should expect to spend 8 - 12 hours each week on this course.**

The materials for the course will be run through the class 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. You will be ***required to interact with the Class Canvas site multiple times per week.***

In addition, we will be using StoryMaps through your pdx.edu on-line subscription - so you will need to have regular access to a computer (not tablet/ phone/ Chromebook) to use this product.

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.

Assignments

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

Each week this class will have two deadlines - some things should be completed before Wednesday @ midnight; the remaining tasks in that week's module will be due no later than Sunday @ midnight of that week. You can plan on these due dates ahead of time.

Class Tasks & Canvas Participation

90 points

Participation in this course is key. The course is self-paced but you are expected to engage on Canvas (engagement with readings & posted materials); in Google Surveys, etc.. Your participation over the course of the term will be used to determine your participation grade.

Weekly Check in Discussion Posts

210 points

These are short discussion assignments that ask you to engage with the module and your fellow classmates online. There are 10 weeks in this course and you have to complete 6 discussions. Everyone must complete the discussion in week 1 & then you select which other 5 weeks to engage in the discussion. (35 points each for 6 weeks for a total of 240 points.) First Post Due each Wednesday @ midnight, Response posts Due each Sunday no later than midnight.

Weekly Study Skill / Reading Processing Activity

300 points

To support the key class objective of learning to be a reflective learner, each week you will be responsible for completing and submitting a weekly study skill task. These tasks ask you to engage with reads & videos; think and process the information, and then create some set of notes/ study sheets that you can use in the future. Further directions will be given each week. There are 10 weeks and you are responsible for 10 Study Skill Activities (30 points each for 10 weeks for a total of 300 points.) These are due each week no later than midnight each Sunday.

City Exploration Project

400 points

Each student will investigate a different city and create a city presentation. This project will be broken up over the course of the term into small weekly assignments you are responsible for researching your city & adding to Presentation. Students will create a visual story; explore how cities vary across the US, and how to concisely present information in both visual & written formats. Tasks are assigned each week, there will be checks on your progress in weeks 3 & 6 with the final project due in week 10.

This class has no final exam.

Grading Policies

Please review [grading policies](#) for the University. Pay special attention to the add/ drop dates that can be found on this [calendar](#). Understanding that some students may not be able to finish the course in the designated 10 weeks, incomplete grades require communications with the instructor & must meet these [criteria](#).

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%

No Incomplete grades (“I” grades) will not be offered in USP 311. 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.

Late Work Policies

On-Line classes move very fast. Late work makes it hard to keep up and engage with your peers. I will not give credit for any late work in the weekly discussion assignments – you are given the choice of when you want to complete this assignment (6 weeks out 10).

Late work will be accepted for up to 1 week after the due date with a 10% penalty (no questions asked/ no extension needed). After one week, I will not accept late work in this course unless it was agreed upon in email as part of a work plan.

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. [Extensions require emailing the instructor and creating a new work plan.](#)

P/NP option: At this time the option for **Pass/ No Pass is NOT being offered** for this course for this term. You have to receive a letter grade upon the completion of this class. Please know that if you get behind, I am willing to work with you. However, this requires us to meet and create a plan.

Class Schedule

Week/ Date Module/ Topic	Tasks (Materials are due on Wednesday & Sundays)	Deliverables
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<p>Week 1 Jan 6 - Jan 12</p> <p>Introduction & Thinking about Cities + Understanding Cities/ Ways of Seeing</p>	<ul style="list-style-type: none"> → Welcome to the Class: Video (23 min); Read Syllabus (12 pages); Decide to Take the Course, & Into Google Survey → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lecture on Studying Cities (23 min) ◆ What is a City? (4 min) ◆ Are cities like organisms? (9 min 25 sec) ◆ <u>Urban Geography: A Critical Introduction</u> Ch 1 (17 pages) ◆ How big can cities get? (10 min 55 sec) ◆ Introductions: The Built City (1:58 sec) ◆ Why are People Moving to Cities (11 min 15 sec) ◆ <u>Experiencing Cities</u> Ch 1 (16 pages) → Week 1 Discussion Post (Wednesday) & Reply (Sunday) - required in week 1 → Week 1 Study Skill: Questions/ Your Own Style due Sun. → City Exploration Project Task: Pick a City & Get Started 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Intro Survey ● Week 1 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 1 Study Skill ● Pick a City for Your Project & Get Started ● Reply to Discussion Posts
<p>Week 2 Jan 13 - Jan 19</p> <p>Cities as Object of Study: Space & Place</p>	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lecture on How we study the Space & Place of Cities (38 min) ◆ <u>The New Urban Sociology</u> Ch. 3 (27 pages) ◆ How are Cities Organized? (11 min 52 sec) ◆ Instructor Lectures How City Developed (234 min) & Theories on How to study Space (18 min) ◆ Here Are the Real Boundaries of American Metropolises, Decided by Algorithm (2 pages) ◆ Space & Status by Daphne Spain (10 pages) ◆ Which US city is closest to a true regional government? (11 min) ◆ Why Cities are Where They Are (14 min) → Week 2 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 2 Study Skill: Classic Outline due Sun. → City Exploration Project Task: Map & Description 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 2 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 2 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts

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Week/ Date Module/ Topic	Tasks (Materials are due on Wednesday & Sundays)	Deliverables
Week 3 Jan 20 - Jan 26 Selected History of Cities: Settler Colonialism & Industrialization	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: History of Cities - Earliest Cities (20 min); Westward Expansion (21 min), and Industrial Cities (15 min); 20th Century Cities (29 min) ◆ Land Acknowledgment & Western Lens (1 page) ◆ Why did humans invent cities? (10 min) ◆ Urbanization & the future of cities (4 min) ◆ Coal, Steam and the Industrial Revolution: Crash Course World History #32 (11 min) ◆ New Urban Sociology Ch. 5 (23 pages) ◆ How US corporations poisoned this Indigenous community by Vox (17 min) ◆ The Centrifugal 20th Century (4 min) ◆ Growth, Cities, and Immigration (12 min 45 sec) ◆ 2020 Census shows U.S. population (6 pages) → Week 3 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 3 Study Skill due Sun. → City Exploration Project Task: History Slideshow & Turn in Project 	Wednesday: <ul style="list-style-type: none"> • Week 3 Discussion Post Sunday: <ul style="list-style-type: none"> • Week 3 Study Skill • 1st Draft of your City Project Turned In • Reply to Discussion Posts
Week 4 Jan 27 - Feb 2 Considering Urban & Suburban Spaces	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Urban v Suburban - Ideas about community (22 min); Post WWII (15 min), + Post-1970 Trends (30 min) ◆ The New Urban Sociology Ch. 6 (30 pages) ◆ What is a Suburb? (9 min) ◆ Six Suburban Eras (7 pages) ◆ An Inversion of Nature: How AC Created the Modern City (5 pages) ◆ The Disturbing History of the Suburbs (6 min 19 sec) ◆ Urban Geography: Why do we Live Where we Do? (8 min 45 sec) ◆ What is the biggest threat facing cities? (1 page) ◆ Suburbia is Subsidized (10 min) ◆ Population Density 101: A Visual Guide to Suburbs and Skyscrapers (10 min) → Week 4 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 4 Study Skill due Sun. → City Exploration Project Task: Landmark Map 	Wednesday: <ul style="list-style-type: none"> • Week 4 Discussion Post Sunday: <ul style="list-style-type: none"> • Week 4 Study Skill • Make Progress on Your City Project • Reply to Discussion Posts

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Week/ Date Module/ Topic	Tasks (Materials are due on Wednesday & Sundays)	Deliverables
Week 5 Feb 3 - Feb 9 Social Stratification in Cities	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Social Stratification in Cities - Social Stratification (42 min), + Identity (18 min) ◆ Social Stratification: Crash Course Sociology # 21 (10 min 41 sec) ◆ Social Ladders Ch 11 Selections from City Lights (26 pages) 341 to 364 and 381 to 384 ◆ Global Stratification & Poverty: Crash Course Sociology #27 ◆ The study that shows life is a lot more unequal than you (probably) think. (3 min) ◆ Discovering the Rules, selection from Ch 12 from City Lights by (19 pages) pages 393 to 411 ◆ Forget Wealth & Neighborhood The Racial Income Gap Persists by Code Switch/ NPR (3 pages) ◆ Symbols, Values & Norms: Crash Course Sociology #10 (9 min) → Week 5 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 5 Study Skill due Sun. → City Exploration Project Task: Demographic Profile 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 5 Discussion Post <p>Sometime this week - On-line Check-in with Instructor</p> <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 5 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts ● Mid-Point Survey
Week 6 Feb 10 - Feb 16 Inequity in Urban Spaces: Gender & Immigration	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Inequity in Urban Spaces ◆ Cities & Society Ch. 8 (9 pages) ◆ The New Urban Sociology Ch. 7 (35 pages) ◆ Excerpts from Feminist City (14 pages) ◆ These charts show how migration is changing our cities (5 pages) → Week 6 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 6 Study Skill due Sun. → City Exploration Project Task: Edit & Submit Draft 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 6 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 6 Study Skill ● Reply to Discussion Posts ● Week 6 Draft of City Exploration Project

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Week/ Date Module/ Topic	Tasks (Materials are due on Wednesday & Sundays)	Deliverables
<p>Week 7 Feb 17 - Feb 23</p> <p>Urban Politics & Power: Government, City Organization, & How Cities Work</p>	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Urban Power and Politics (35 min) ◆ The Skeleton of Power, Chapter 13 (41 pages) ◆ Forms of Local Government from the National Leave of Cities (3 pages) ◆ Who Really Designs Cities? (9 min 32 sec) → Week 7 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 7 Study Skill due Sun. → City Exploration Project Task: City Government & Organization 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 7 Discussion Post ● Notetaking Reflection Google Form <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 7 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts
<p>Week 8 Feb 24 - March 2</p> <p>Challenges in Urban Spaces Today</p>	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lecture: Urban Spaces (35 min) ◆ The New Urban Sociology, excerpts from Ch. 13: Metropolitan Social Policy, p. 343-349, 351-153, & 361-368 (17 pages) ◆ Does my Neighborhood Determine my Future? (22 min) ◆ From Cities & Societies Ch. 11: Understanding Homelessness: From Global to Local by Jennifer Wolch & Michael Dear (18 pages) ◆ So You think you Understand Homelessness (16 min 22 sec) ◆ Directions & Video for the End of the Term City Exploration Project → Week 8 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 8 Study Skill due Sun. → City Exploration Project Task: Topic of Your Choice 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 8 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 8 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts ● Grade Check-In

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Week/ Date Module/ Topic	Tasks (Materials are due on Wednesday & Sundays)	Deliverables
Week 9 March 3 - March 9 Urban Economies: Work & Industry	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Urban Economics (19 min) ◆ City Lights Ch. 18 (30 pages) ◆ Economic Systems & the Labor Market (10 min) ◆ Economic Schools of Thought (10 min) ◆ CitiesX Videos by Ed Glaeser - (7 min total) ◆ The Power of Place and Education – The Economics of Opportunity (8 min) ◆ Racial Segregation in the US – Poverty in Inner Cities (4 min 37 sec) ◆ Breakdown here → Week 9 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 9 Study Skill due Sun. → City Exploration Project Task: Business Leaders 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 9 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 9 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts ● Peer Review for City Exploration Project
Week 10 March 10 - March 16 Global Cities & Future Urban Forms	<ul style="list-style-type: none"> → Module Learning Objectives → Directions for the Weekly Study Skill Activity → Readings/ Videos/ Materials for the Week: <ul style="list-style-type: none"> ◆ Instructor Lectures: Global Cities (28 min) + Future of Cities (18 min) ◆ What is a Global City? (3 pages) ◆ If You Shouldn't Call It The Third World, What Should You Call It? (2 pages) ◆ The 100 million city: is 21st century urbanization out of control? (5 pages) ◆ Ch. 11 Urbanization in the Developing World (excerpts) The New Urban Sociology by Gottdiener, Hutchison, and Ryan (21 pages) → Week 10 Discussion Post (Wednesday) & Reply (Sunday) - optional - complete 5 in weeks 2-10 → Week 10 Study Skill due Sun. → City Exploration Project Task: Conclusion, Presentation, Edit & Submit 	<p>Wednesday:</p> <ul style="list-style-type: none"> ● Week 10 Discussion Post <p>Sunday:</p> <ul style="list-style-type: none"> ● Week 10 Study Skill ● Make Progress on Your City Project ● Reply to Discussion Posts ● End of Term Survey ● Recorded Presentation of your City Exploration Project
Finals Week	Final Version of Your City Exploration Project - Due Wednesday, March 19th before midnight.	

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.**

PSU Cultural 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. We provide students with employment, volunteer, and leadership opportunities. All are welcome!
(www.pdx.edu/cultural-resource-centers) cultures@pdx.edu

Infants/ Children in Class Policy

Parents who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room. If you need to bring a child/children to class, please notify the instructor ahead of time. (There are backpacks that can be checked out from the [Resource Center for Students with Children](#), SMSU 462, that have toys and games for children up to age 12). Note that you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring (and be prepared to step outside should disruption become an issue). 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. 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 proofread 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.

Mandated Reporter/ Title IX Reporting Obligations

Portland State 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 in our department and class. 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)

Resources, Policies, & Information, page 3

Resources & Reporting – Diversity, Equity, & Belonging

The Toulan School and PSU strive to ensure that everyone is treated with respect and dignity. Sometimes there are conflicts between students or between students and instructors. We want to hear your concerns and respond in a timely manner. Please see the [Conduct and Community Standards Reporting Page](#) and look at our larger [Resources](#).

[Portland State University Prohibited Discrimination and Harassment Policy](#) – addresses the definition of discrimination and harassment and provides appropriate contacts for reporting cases.

The Office of the Dean of Student Life houses the Academic Appeals process. Students who feel they have received a prejudiced or capricious academic evaluation may submit an [Academic Appeal Request](#). Before students submit this request, students must have appealed to the instructor, department chair and appropriate dean. Students should then read the [Academic Appeals Guidelines](#) to see if their grade dispute fits the purview of the Academic Appeal. For more information please visit the [Academic Appeals website](#), email askdos@pdx.edu, or call 503-725-4422.

Generative AI

The assignments in this course are designed to be completed **WITHOUT** the use of generative AI and in most cases, using generative AI will not give you the “correct” answer. If you feel that generative AI is helpful to you, please be sure to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

It is important to note that if AI tools like chatGPT/ similar tools are permitted to be used for an assignment, then they should be used with caution and proper citation. **AI is not a replacement for your own thinking and research.** This is an area that is fast changing, so please review the [University’s Policy on AI](#).

Many of the sections of the syllabus were adapted from other professors and a variety of university sources.