

Syllabus for UNST 220, Understanding Communities - Winter 2026

Instructor Information

Norene Hough (she/they)

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Office Hours: TH 1:30 - 3 pm or via [Calendar](#)

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Mentor Information

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Mentor Sessions

- Thurs @ 10, 1:30, 2:30 - CH 194

Course Description

This is a Sophomore Inquiry Class (SINQ) - which means this is a class where you will work on improving your writing & professional 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.

Understanding Communities Cluster Learning Outcomes

UNST 220 is the first course in the Understanding Communities Cluster. Students in the Understanding Communities cluster will:

1. Better understand themselves, their own communities and how their communities fit into the larger world;
2. Employ multiple disciplines to learn about community and distinguish how different fields of study or ways of questioning impact the way a community is understood;
3. Focus on the different concepts, tools and techniques that can be used in practical application today to impact community formation, the power those communities have in society, & how changes can be made in the future.

Writing Intensive Course Requirements

This is a [Writing Intensive Courses \(WIC\)](#). WIC offers students an opportunity to engage deeply in course materials. Students learn the processes by which writers in the field develop and disseminate knowledge. In UNST 220 we will write as a process including both informal tasks and final drafts that:

- ❖ Frame writing tasks within their rhetorical situations.
- ❖ Integrate elements of the writing process en route to final products.
- ❖ Use writing as a tool for thinking and learning.
- ❖ Encourage transfer of writing knowledge and skills across contexts.
- ❖ Reflect current research on writing assessment.

Domestic RESR (Race & Ethnic Studies Requirement) Objectives for this Course

This course fulfills PSU's Domestic [RESR requirement](#) and is committed to these learning outcomes:

- ❖ Understand, compare, and accountably apply the multiple theories, principles, and methodologies of Ethnic Studies as pertaining to domestic and global realities.
- ❖ Discern how perspectives are deepened through centering the experiences, pedagogies and methods of Black, Indigenous, local and global communities of color into the curriculum.
- ❖ Develop relational understanding and consider social responsibility while collaborating with others to address topics of inquiry.
- ❖ Differentiate and apply a variety of perspectives regarding anti-racist, anti-white supremacist, and decolonial theories and practices, and understand the histories of these ideas and the communities they come from.
- ❖ Identify and clarify various contemporary forms of oppression and discrimination and their origins.
- ❖ Engage in anti-oppressive and non-discriminatory practices that reflect an awareness of interlocking dynamics of multiple identities and intersectionalities (e.g. race, ethnicity, nationalist, caste, religion, class, gender, sexuality, and ability).
- ❖ Understand how the interlocking dynamics of identity shape communication practices and learn best practices for engaging in accountable cross-cultural communication
- ❖ Define and learn to interpret co-existing, multiple perspectives, as well as intersectional and collective consciousness.

CUSP (Community Urban Studies and Planning) Degree Objectives for this Course

Students in UNST 220 are introduced to the ideas, topics, and theories that will be further developed in classes in the Understanding Communities Cluster and the majors and minors in Urban Studies and Planning. This course is the first class in the CUSP major and is designed to introduce students to the field.

- ❖ UNST 220 will introduce the topics of **redlining, urban renewal, and gentrification**
- ❖ Students in UNST 220 will recognize & discuss: **biases in institutional decisions, power, belonging, & social norms.**
- ❖ Students in UNST 220 will employ multiple disciplines to learn about community and focus on the different concepts, tools and techniques that can be used in practical application today to impact **community formation, the power those communities have in society, & how changes can be made in the future.**

NACE Career-Ready Workforce Objectives for this Course - Specific to UNST 220E -Fall

- ❖ **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.
- ❖ **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- ❖ **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- ❖ **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

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.

You will be asked to **acquire one book as part of a book group assignment**. This book can be bought, taken from the library; borrowed, digitally downloaded, etc. More information will be provided in class on your selection. (In general, the books are less than \$15.)

Class Format & Requirements

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 Laura 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 Thursday at the start of class & Sunday evenings**.

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 without meeting with the student.

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 & Book 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.

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 Tuesdays & Thursdays. Each week this class will have two deadlines – Thursday & Sunday. **All work for this course will be due no later than class on Thursday & 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

(240 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, Padlet, 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

(100 points)

The 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.

Book Groups Activities

(120 points)

During this course, you will select and read one book and discuss it with your book group. You will be responsible for reading your book; adding materials to your shared book group each week on Thursday, and applying the lens and concepts from class to the shared book group experience.

Application & Analysis Assignments

(380 points)

Neighborhood Photo Essay Due Jan 18th

(80 points)

Community Demographic Profile Due Feb 22nd

(100 points)

Final Book Review: Presentation; Discussion; & Paper Week 9, 10, Finals

(200 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		
1/5 - 1/11	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Review the Abbreviated Syllabus (2 pages) → Determine if this is the class for you to take this term → Put key dates from Syllabus into your calendar → Why Study Sociology? Chapter 1.4 (1 page) → Read What is a Community (1 page) → What is 'Community' and Why is it Important? (6 pages) → American Segregation, mapped at day & night (6 min 48 sec) → Book Group Project Explained, Directions & Selection → Directions for Neighborhood Photo Essay/ Community Walk 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ 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 • Book Group Selection on Google Sheet • Get Started on your Photo Essay/ Community Walk
Week 2 - What is a Community?		
1/12 - 1/18	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Watch for an Email & Acquire Book for Book Group → Take a Community Walk (60 min) → Read Weekly Overview (1 page) → 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	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Pre-Reading Brainstorm on your Book Group Book 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 2 • Neighborhood Photo Essay Due • Acquire Your Book

Weekly Course Schedule, page 2

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

Week 3 - Boundaries in a Community		
1/19 - 1/25	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Instructor Video: Book Group Weekly Activities (21 min) → 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) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Book Group Role Reflection → Acquire Book 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 3
Week 4 - Belonging in a Community		
1/26 - 2/1	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Check Your Role & Read Your Book for this Week → 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) → Connection's Missing Middle Why the future of connection is hyperlocal (5 pages) → What is Belonging? (2 pages) → The Essential Power of Belonging by Caroline Clarke (11 min 27 sec) → Who can Identify as Native? (10 min 49 sec) → Mapping Chicago's Racial Segregation (6 pages) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Role for Book Group this Week 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 4

Weekly Course Schedule, page 3

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

Week 5 - History & Displacement in Communities		
2/2 - 2/8	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Check Your Role & Read Your Book for this Week → Land Acknowledgement from PSU (1 page) → Native American Reservations, Explained. (10 min 33 sec) → 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) → In U.S. Cities, The Health effects of Past Housing Discrimination are Plan to See (3 minute listen + 3 pages of images) → How America's treeless streets are fueling inequality (2 page + 5 min visual story) → Gentrification & Neighborhood Revitalization: What's the Difference? (8 pages) → Pushed Out: Displacement Today & Lasting Impacts (5 min) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Role for Book Group this Week → Midway- Self Assessment 	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 5
Week 6 - Demographics in a Community		
2/9 - 2/15	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Check Your Role & Read Your Book for this Week → 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) → Demographic Profile Assignment Directions & Watch instructor Video on How to Use Census Reporter 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	<ul style="list-style-type: none"> → Role for Book Group this Week 	<ul style="list-style-type: none"> • Activity: Census Reporter Scavenger Hunt - if you did not finish in mentor session • Weekly Writing Reflection for Week 6

Weekly Course Schedule, page 4

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

Week 7 - Identity in a Community		
2/16 - 2/22	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Check Your Role & Read Your Book for this Week → Racial, Ethnic, & Minority Groups Chapter 11.1 (1 page) → Principles of Identity Chapter 4.2 (2 pages) → 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 Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	→ Role for Book Group this Week	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 7 • Demographic Profile Assignment
Week 8 - Bias & Power in a Community		
2/23 - 3/1	Readings, Tasks, & Assignments for the Week	
	<ul style="list-style-type: none"> → Read Weekly Overview (1 page) → Check Your Role & Read Your Book for this Week → 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) → Crash Course Sociology # 35 - Race/ Ethnicity Prejudice & Discrimination (11 min 40 sec) → The modern impact of The Oregonian's racist history (3 pages) → Black Girl in Suburbia Documentary (55 min) → Final Paper & Presentation Assignment Directions & Video 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	→ Role for Book Group this Week	<ul style="list-style-type: none"> • Weekly Writing Reflection for Week 8

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		
3/2 - 3/8	<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) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	→ Book Reflection via Google Form	• Weekly Writing Reflection for Week 9

Week 10 - Community Recap

Readings, Tasks, & Assignments for the Week		
3/9 - 3/15	<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) → Doorways: Homeless women's stories of trauma and resistance (6 pages) → An American Suburb, 2018 Stories & Photos from Dolton, Illinois (Visual Story 20-30 min) 	
	Deliverables/ Assignments/ What you Turn In	
	<i>Due Thursday @ 11 am/ Before Class</i>	<i>Due Sunday @ 11:59 pm/ Midnight</i>
	→ Presentation - Be prepared to give it during class	<ul style="list-style-type: none"> • End of Term Google Survey • End of Term Self Assessment • Weekly Writing Reflection for Week 10

Finals Week - no final for this course. However, the **Final Book Review Paper** is due Sunday, 3/19 @ midnight.

Resources & Information

Student Resources: Includes a wide range of resources, including various centers for students with different identities- e.g. [Cultural Resource Center](#), [Disability Resource Center](#), [Queer Resource Center](#), [Students with Children Resource Center](#), [Women's Resource Center](#), and [Veterans Resource Center](#); lots of academic resources like the Library, tutoring, and technical support (Office of Information Technology); and various counseling, financial, health and wellness services- including some that are culturally specific.

Access and Inclusion for Students with Disabilities/ DRC: 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.

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, 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.

Multicultural Student Services: Includes links to Multicultural Retention Services, Middle East, North Africa and South Asia (MENASA) Initiative, the Native American Cultural Center, and more, including some duplications from the above and some additional resources.

University Career Center: Job Search Resources, Networking, Resume Help, Interviewing Practice, and workshops with employers.

PSU is a Sanctuary Campus: Please note, I will protect the confidentiality of students and will not voluntarily participate or facilitate immigration actions.

Basic Needs at Portland State: It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:

- **Basic Needs Hub:**
 - basicneedshub@pdx.edu
- **Portland State Food Pantry:**
 - SMSU 325 pantry@pdx.edu
- **Emergency/ Hardship Fund** - emergency financial assistance
- **C.A.R.E. Team:**
 - askdos@pdx.edu (503) 725-4422
- **Student Health and Counseling:**
 - askshac@pdx.edu (503) 725-2800
- **Housing Service**

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. Factually correct (or incorrect) AI answers will not substitute for reflective answers in this course and you will not receive a passing grade.

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.** As this is fast changing, please review the [University's Policy](#).

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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.

Free Speech Policies & Guidelines

Portland State University has [free speech policies and guidelines](#) for the classroom environment. I will use the PSU Conduct policy: disruptive behavior will be asked to leave and discriminatory or harassing behavior will be reported.

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)