

# Syllabus for UNST 220A, Understanding Communities

## INSTRUCTORS INFORMATION

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This course is led by two instructors and one mentor:

- Minji Cho is responsible for the Main Sessions and general inquiries on this course.
- Norene Hough is responsible for the Book Groups.
- Yael Kidron is responsible for the Mentor Sessions.

Please contact an instructor or mentor directly, depending on the type of your inquiry.

## COURSE DESCRIPTION

### Course Description

This course is a [Sophomore Inquiry Class \(SINQ\)](#) - which means this is a class where you will work on improving your writing skills within the topic of Understanding Communities. In this course, we will 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.

### Class Format

This is a **4-credit course** that includes both the main session & a mentor session. This class will be **entirely remote (online) and asynchronous**—meaning that there are no scheduled weekly Zoom sessions. The materials for the course will be posted on Canvas. If you are having problems accessing Canvas, please refer to the [PSU Student Academic Support Services resources](#) or contact the instructors.

### Mentor Session

SINQ online courses have a set of modules that are the same throughout all of UNST. There are five modules that you have to complete over this term, each worth 15 points. Our Mentor, Yael, is a great resource. They are there to help you throughout the course and are a great resource for you as we navigate the term. You can always reach out to your mentor with questions about this class, PSU resources, or needing further assistance.

## UNST Objectives – The Objectives for this Course

- **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.
- **Inquiry and Critical Thinking:** Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, and conceptualizing—in order to become active, self-motivated, and empowered learners.
- **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.
- **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.

## Understanding Communities Cluster Learning Outcomes

Students in the [Understanding Communities Cluster](#) will:

1. Better understand themselves, their own communities, and how the 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.

## 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 various perspectives regarding anti-racist, anti-white supremacist, and decolonial theories/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, nationalism, 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.

- This course introduces the topics of redlining, urban renewal, and gentrification.
- Students will recognize & discuss: biases in institutional decisions, power, belonging, & social norms.
- Students 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.

## **Writing Intensive Course Requirements**

This is a [Writing Intensive Course \(WIC\)](#). 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 on current research on writing assessment.

## **COURSE REQUIREMENTS**

### **Class Materials**

For the most part of this course, we will rely on articles, websites, and videos that will be posted to Canvas. We will use technology, including Canvas, Email, Zoom, and Google Suite. To access these technologies, you 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, etc. More information will be provided in class.

### **Expectations for Inclusivity**

Building an inclusive learning environment requires us to listen deeply, reflect carefully, and ensure room for all to have a say. We aim to support each other to find our voices and to recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world.

In an online learning environment, it is important to work to write clearly, thoughtfully, and respectfully. Please 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.

In this course, we will follow the PSU's [free speech policies and guidelines](#) for the classroom environment: disruptive behavior will be asked to leave, and discriminatory or harassing behavior will be reported.

## **Assignments**

The following represents summaries of the assignments for this course. Further guidance and detailed instructions about each assignment will be provided in each assignment via Canvas. Each week, this class will have two deadlines – **Thursday & Sunday at 11:59 PM**. The class has a total of **1,000 possible points**.

### **Weekly Main Class Summary Notes**

**(10 points X 10 = 100 points)**

You are required to summarize and organize the assigned materials each week in a format that best serves your own learning style. These submissions are graded complete/incomplete; the extent to which you incorporate every course material will not be evaluated. The primary goal of this assignment is to help you build a personalized knowledge base and make a foundational reference for your other major assignments, such as Reflection Papers, Class Discussions, and Application & Analysis Assignments.

### **Class Activity & Discussion**

**(100 points)**

This assignment is based on your active contribution to class activities. In this course, there are two surveys and four online discussions. All class surveys must be completed on time; an online discussion participation consists of (1) posting your thoughts, (2) reviewing your peers' posts, and (3) providing at least five responses to them. All class activities and online discussions are graded complete/incomplete.

- Surveys (10 points X 2 = 20 points)
- Online Discussion (20 points X 4 = 80 points)

### **Writing Reflections**

**(50 points X 3 = 150 points)**

You are required to submit three reflection papers in this term; each is 1–2 pages in length. The purpose of this assignment is to facilitate self-reflection on how your understanding of the concept of community has changed from the beginning, through the middle, and toward the end of this term. Each reflection paper must incorporate and reference key concepts or knowledge learned from the course materials.

### **Application & Analysis Assignments**

**(175 points)**

- Neighborhood Photo Essay Due April 12th (50 points)
- Community Demographic Profile Due May 10th (125 points)

### **Book Groups Session**

**(375 points)**

You will be responsible for reading your book, adding materials to your book group Padlet, and applying the concepts from class to the book group experience. There are book group tasks that need to be completed in weeks 1 - 9, worth varying points, with the main book group roles due weeks 4-8, each worth 20 points.

- Weekly Activities (200 points)
- Final Book Review: Presentation; Discussion; & Paper Due Week 9, 10 & Finals (175 points)

## Mentor Workshops

(20 points X 5 = 100 points)

Online mentor sessions have been created by UNST for all SINQ courses. You are responsible for completing 5 Mentor Workshops over this course: they are due at the end of week 1, 3, 5, 7, & 9. These Mentor Workshops take about 30 minutes and require that you complete the workshop and its assignments.

## Grading Policies

**Grading:** Grades are determined entirely based on points assigned. The grades are percentages of how many points you received divided by the number of possible points. This course uses the standard university grading scale as detailed below. All grades are kept up to date in Canvas. The instructors provide feedback on larger assignments. If you have any questions about a grade at any time, please email the instructors. It is your responsibility to check your grades on Canvas and ensure that you are making progress.

**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%

**Late Work Policies:** Online 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, late work will not be accepted.

**Due Date Flexibility:** The instructors know that many unexpected things may happen. If you are behind in the course or something happens that puts you behind, making you need an extension, please contact the instructors immediately. Extensions require emailing the instructors and creating a new work plan.

## TENTATIVE WEEKLY COURSE SCHEDULE

The color legends below represent each assignment that will be graded:

Summary Notes | Class Activity | Reflection Paper | Application & Analysis Assignments | Book Group Activity

### Week 1 - Orientation & Why Study Community? (March 30 - April 5)

#### Main Session

**Due for Thursday @11:59 PM**

- Read/Watch: Welcome to UNST 220
- Read: Syllabus & Determine if this is the right course for you
- Read: Directions for Assignment #1 - Neighborhood Photo Essay
- Discussion #1: Introduce Yourself

	<input type="checkbox"/> Reflection Paper #1: What Does Community Mean to You? Introduce Your Community
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<b>Due for Sunday @11:59 PM</b>	
<input type="checkbox"/> Read: Why Study Sociology? <input type="checkbox"/> Read: What is a Community? <input type="checkbox"/> Watch: American Segregation, Mapped at Day & Night <input type="checkbox"/> Discussion #1: Review Your Peers' Posts and Leave At Least Five Comments <input type="checkbox"/> Weekly Main Class Summary Notes for Week 1	

**Book Groups**

	<b>Due for Thursday @11:59 PM</b> <input type="checkbox"/> Watch: Book Group Work Instructor Video <input type="checkbox"/> Finalize Your Book Preference on the Shared Google Sheet
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<b>Due for Sunday @11:59 PM</b>	
No session	

**Mentor Session (Due for Sunday @11:59 PM)**

	<input type="checkbox"/> Watch: How Mentor Sessions Will Work & Meet Your Mentor <input type="checkbox"/> Complete Mentor Session for Week 1
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**Week 2 - Culture and Community (April 6- April 12)**

**Main Session**

	<b>Due for Thursday @11:59 PM</b> <input type="checkbox"/> Read: Course Overview for Week 2 <input type="checkbox"/> Watch: What is Space & How Do We Study It? <input type="checkbox"/> Watch: Symbols, Values, & Norms <input type="checkbox"/> Read: Why Socialization Matters <input type="checkbox"/> Read: Agents of Socialization <input type="checkbox"/> Read: Socialization Across Your Life Course
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<b>Due for Sunday @11:59 PM</b>	
<input type="checkbox"/> Watch: This is Water! By David Foster Wallace <input type="checkbox"/> Weekly Main Class Summary Notes for Week 2 <input type="checkbox"/> Complete & Turn-In Assignment #1 - Neighborhood Photo Essay	

**Book Groups**

	<b>Due for Sunday @11:59 PM</b>
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	<input type="checkbox"/> Read: Book Group Assignment Instruction <input type="checkbox"/> Book Group Activity: Book Group Intro & Pre-Reading Brainstorm
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**Mentor Session (Due for Sunday @11:59 PM)**

	No session
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**Week 3 - History & Displacement in Communities (April 13 - April 19)**

**Main Session**

	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Course Overview for Week 3</li> <li><input type="checkbox"/> Read: Land Acknowledgement from PSU</li> <li><input type="checkbox"/> Watch: Native American Reservations</li> <li><input type="checkbox"/> Read: The Racist History of Portland, the Whitest City in America by Semuels</li> <li><input type="checkbox"/> Read: A Long History of Affirmative Action – For Whites</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch: Displacement &amp; Community Change</li> <li><input type="checkbox"/> Watch: The Disturbing History of the Suburb</li> <li><input type="checkbox"/> Watch: Housing Segregation and Redlining in America: A Short History by Code Switch</li> <li><input type="checkbox"/> Watch: How Suburban Sprawl Weighs On the US Economy</li> <li><input type="checkbox"/> Read: An American Suburb, 2018 Stories &amp; Photos</li> <li><input type="checkbox"/> Weekly Main Class Summary Notes for Week 3</li> </ul>
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**Book Groups**

	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Book Group Activity: Reading Break Up &amp; KWL</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire Your Book For Book Group</li> </ul>
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**Mentor Session (Due for Sunday @11:59 PM)**

	<input type="checkbox"/> Complete Mentor Session for Week 3
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**Week 4 - History & Displacement / Demographics in a Community (April 20 - April 26)**

**Main Session**

	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Course Overview for Week 4</li> <li><input type="checkbox"/> Read: Is it Hot in Here &amp; Gone Away</li> <li><input type="checkbox"/> Watch: How Decades of Racist Housing Policy Left Sweltering</li> <li><input type="checkbox"/> Read: Redlining and Climate-Related Heat</li> <li><input type="checkbox"/> Watch/Read: Long Island Divided</li> <li><input type="checkbox"/> Read: Mapping Chicago’s Racial Segregation</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch: Race &amp; Ethnicity</li> <li><input type="checkbox"/> Watch: Race, Ethnicity, and the Cultural Landscape</li> <li><input type="checkbox"/> Watch: Why Do We Say African American?</li> <li><input type="checkbox"/> Watch: Why Do We Say “Latino”?</li> <li><input type="checkbox"/> Watch: What is the US Census?</li> <li><input type="checkbox"/> Watch: How to Use Census Reporter</li> <li><input type="checkbox"/> Read: How the US Census Misses People of Color &amp; Why it’s so Harmful</li> <li><input type="checkbox"/> Read: Population Mountains Visual Story</li> <li><input type="checkbox"/> Read: Directions for Assignment #2 - Demographic Profiles &amp; Demographic Profile</li> <li><input type="checkbox"/> <b>Weekly Main Class Summary Notes for Week 4</b></li> </ul>
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**Book Groups**

	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch: Instructor Video of Book Group Weekly Activities</li> <li><input type="checkbox"/> Check Your Role &amp; Read Your Book for this Week</li> <li><input type="checkbox"/> <b>Book Group Activity on Padlet: 1st Post for Book Group</b></li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Book Group Activity on Padlet: Respond to Roles on Book Group</b></li> </ul>
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**Mentor Session (Due for Sunday @11:59 PM)**

	No session
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**Week 5 - Identity & Power: Who Defines the Community? (1) (April 27 - May 3)**

**Main Session**

	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Course Overview for Week 5</li> <li><input type="checkbox"/> Read: Racial, Ethnic, &amp; Minority Groups Chapter 11.1</li> <li><input type="checkbox"/> Watch: Crash Course Sociology # 35 - Race/ Ethnicity Prejudice &amp; Discrimination</li> <li><input type="checkbox"/> Read: White Privilege Unpacking the Invisible Backpack</li> </ul>
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<input type="checkbox"/> Read: When You're Accustomed to Privilege, Equality Feels like Oppression <input type="checkbox"/> Watch: 10 Reasons Black Americans Still Face More Inequality than Whites <input type="checkbox"/> Watch: Let's Stop Blaming Poverty on the Poor <input type="checkbox"/> Discussion #2: Implicit Bias Test from Harvard & Reflections on the Results
<p><b><u>Due for Sunday @11:59 PM</u></b></p> <input type="checkbox"/> Read: Stereotypes, Prejudice & Discrimination Chapter 11.2 <input type="checkbox"/> Read: Strong' Black Woman? 'Smart' Asian Man? The Downside to Positive Stereotypes <input type="checkbox"/> Watch: Intro to Intersectionality by Taryn Crenshaw <input type="checkbox"/> Watch: The Urgency of Intersectionality by Kimberle Crenshaw <input type="checkbox"/> Watch: Danger in a Single Story <input type="checkbox"/> Weekly Main Class Summary Notes for Week 5 <input type="checkbox"/> Discussion #2: Review Your Peers' Posts and Leave At Least Five Comments <input type="checkbox"/> Survey #1 - Midway Self-Assessment Google Survey

**Book Groups**

<p><b><u>Due for Thursday @11:59 PM</u></b></p> <input type="checkbox"/> Check Your Role & Read Your Book for this Week <input type="checkbox"/> Book Group Activity on Padlet: 1st Post for Book Group
<p><b><u>Due for Sunday @11:59 PM</u></b></p> <input type="checkbox"/> Book Group Activity on Padlet: Respond to Roles on Book Group

**Mentor Session (Due for Sunday @11:59 PM)**

<input type="checkbox"/> Complete Mentor Session for Week 5
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**Week 6 - Identity & Power: Who Defines the Community? (2) (May 4 - May 10)**

**Main Session**

<p><b><u>Due for Thursday @11:59 PM</u></b></p> <input type="checkbox"/> Read: Course Overview for Week 6 <input type="checkbox"/> Read: History of Albina <input type="checkbox"/> Read: Introduction of Eviction: A Social History of Rent <input type="checkbox"/> Watch: The Dark Legacy of This Iconic Baseball Stadium
<p><b><u>Due for Sunday @11:59 PM</u></b></p> <input type="checkbox"/> Watch: Black Girl in Suburbia Documentary <input type="checkbox"/> Weekly Main Class Summary Notes for Week 6 <input type="checkbox"/> Complete & Turn-In Assignment #2 - Demographic Profile

<b>Book Groups</b>	
	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <p><input type="checkbox"/> Check Your Role &amp; Read Your Book for this Week</p> <p><input type="checkbox"/> Book Group Activity on Padlet: 1st Post for Book Group</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <p><input type="checkbox"/> Book Group Activity on Padlet: Respond to Roles on Book Group</p>
<b>Mentor Session (Due for Sunday @11:59 PM)</b>	
	No session

**Week 7 - Inclusion vs. Exclusion: Belonging to Community (May 11 - May 17)**

<b>Main Session</b>	
	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <p><input type="checkbox"/> Read: Course Overview for Week 7</p> <p><input type="checkbox"/> Read: What Do Belonging &amp; Community Mean? by Agrawal</p> <p><input type="checkbox"/> Watch: What Does It Mean to Belong</p> <p><input type="checkbox"/> Watch: The Essential Power of Belonging, by Caroline Clarke</p> <p><input type="checkbox"/> Watch: Was Moving to America Worth It?</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <p><input type="checkbox"/> Watch: Building Resilient Communities: A Moral Responsibility, by Nick Tilsen</p> <p><input type="checkbox"/> Watch: So You Think You Understand Homelessness, by Marisa Zapata</p> <p><input type="checkbox"/> Read: Understanding Homelessness in America</p> <p><input type="checkbox"/> Read: Doorways: Women, Homelessness, Trauma and Resistance</p> <p><input type="checkbox"/> Weekly Main Class Summary Notes for Week 7</p> <p><input type="checkbox"/> Reflection Paper #2: Critical Evaluation of the Community You Defined From the Equity Lens</p>

<b>Book Groups</b>	
	<p><b><u>Due for Thursday @11:59 PM</u></b></p> <p><input type="checkbox"/> Check Your Role &amp; Read Your Book for this Week</p> <p><input type="checkbox"/> Book Group Activity on Padlet: 1st Post for Book Group</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <p><input type="checkbox"/> Book Group Activity on Padlet: Respond to Roles on Book Group</p>
<b>Mentor Session (Due for Sunday @11:59 PM)</b>	

<input type="checkbox"/> Complete Mentor Session for Week 7
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**Week 8 - What Makes a Community Good? (May 18 - May 24)**

**Main Session**

<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Course Overview for Week 8</li> <li><input type="checkbox"/> Read: Jane Jacobs v Robert Moses, Battle of New York’s Urban Titans</li> <li><input type="checkbox"/> Read: Book Chapters of Triumph of the City by Edward L. Glaeser</li> <li><input type="checkbox"/> Discussion #3: What Makes a Community Good?</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Book Chapters of The Mole People by Jennifer Toth</li> <li><input type="checkbox"/> Discussion #3: Review Your Peers’ Posts and Leave At Least Five Comments</li> <li><input type="checkbox"/> Weekly Main Class Summary Notes for Week 8</li> </ul>
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**Book Groups**

<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check Your Role &amp; Read Your Book for this Week</li> <li><input type="checkbox"/> Book Group Activity on Padlet: 1st Post for Book Group</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Book Group Activity on Padlet: Respond to Roles on Book Group</li> </ul>
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**Mentor Session (Due for Sunday @11:59 PM)**

No session
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**Week 9 - Why Do We Need Community? (May 25 - May 31)**

**Main Session**

<p><b><u>Due for Thursday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Course Overview for Week 9</li> <li><input type="checkbox"/> Read: Part I of Mutual Aid by Dean Spade</li> </ul> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Introduction of A Paradise Built in Hell by Rebecca Solnit</li> <li><input type="checkbox"/> Read: Underground Mutual Aid Group Helps Feed Hillsboro’s Immigrant Families in Hiding</li> <li><input type="checkbox"/> Read: Mutual Aid Groups Form in the Portland Metro Area Amidst the Pandemic</li> <li><input type="checkbox"/> Reflection Paper #3: How Has Your Definition of Community Changed?</li> </ul>
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<input type="checkbox"/> Weekly Main Class Summary Notes for Week 9
<b>Book Groups</b>
<p><b><u>Due for Thursday @11:59 PM</u></b> No session</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b>  <input type="checkbox"/> Book Group Activity: Book Group End Reflections  <input type="checkbox"/> Individual Book Video Presentation</p>
<b>Mentor Session (Due for Sunday @11:59 PM)</b>
<input type="checkbox"/> Complete Mentor Session for Week 9

**Week 10 - Community in the Future (June 1 - June 7)**

<b>Main Session</b>
<p><b><u>Due for Thursday @11:59 PM</u></b>  <input type="checkbox"/> Read: Course Overview for Week 10  <input type="checkbox"/> Watch: Connected, But Alone?  <input type="checkbox"/> Watch: How Social Media Can Make History  <input type="checkbox"/> Discussion #4: Can Online Communities Replace Geographical Community?</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b>  <input type="checkbox"/> Discussion #4: Review Your Peers' Posts and Leave At Least Five Comments  <input type="checkbox"/> Weekly Main Class Summary Notes for Week 10  <input type="checkbox"/> Survey #2: End-of-Term Survey from UNST &amp; Feedback on This Course</p>
<b>Book Groups</b>
<p><b><u>Due for Thursday @11:59 PM</u></b>  <input type="checkbox"/> Read: Instructions on Peer Book Group Video Activity  <input type="checkbox"/> Book Group Activity: Peer Book Video Presentation</p> <hr/> <p><b><u>Due for Sunday @11:59 PM</u></b> No session</p>
<b>Mentor Session (Due for Sunday @11:59 PM)</b>
No session

**Finals Week - Final Book Review Paper Due (June 11)**

<b>Main Session (Due for Sunday @11:59 PM)</b>	
	No final exam for the main session
<b>Book Groups</b>	
	<input type="checkbox"/> Final Book Review Paper is due Thursday, 6/11 @11:59 PM
<b>Mentor Session (Due for Sunday @11:59 PM)</b>	
	No final exam for the mentor session

## 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:** 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 by email. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

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](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>.

**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](mailto:basicneedshub@pdx.edu), <https://www.pdx.edu/basic-needs-hub/>

- Portland State Food Pantry: [pantry@pdx.edu](mailto:pantry@pdx.edu), <https://www.pdx.edu/basic-needs-hub/food-assistance>
- Emergency Financial Assistance: <https://www.pdx.edu/basic-needs-hub/emergency-funds>
- Student Health and Counseling: [askshac@pdx.edu](mailto:askshac@pdx.edu), <https://www.pdx.edu/health-counseling/>
- C.A.R.E. Team: <https://www.pdx.edu/dean-student-life/psu-cares>
- Housing Service: <https://www.pdx.edu/basic-needs-hub/housing-services>

## 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](#) has a variety of free services.

## 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](https://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](http://www.pdx.edu/dos/psu-student-code-conduct)).

## 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](#).