



Spring term 2026

## UNST 220 – Understanding Communities Sophomore Inquiry

### Instructor

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### Graduate Mentor

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### WHAT WE'RE STUDYING

From the PSU catalog:

“This cluster explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community has become a central debate in a number of social sciences, including sociology, political science, economics, and psychology. In a culture emphasizing individualism and individual rights, how can needs for community and responsibility to others be balanced? Thus, in this cluster, students have the opportunity to gain practical as well as theoretical experience with building communities.”

### Course learning outcomes

This course provides students the opportunity to strengthen their capacity to:

- Use tools from multiple disciplines to learn about and describe communities
- Be familiar with processes of redlining, urban renewal, and gentrification
- Discuss the social processes that influence community formation and mobilization, including the conceptualization of racial and ethnic identities
- Analyze the power dynamics and biases in institutional decision-making, including formulating policy alternatives

### *Transferrable skills*

Every class that you take has activities that relate to the workplace. Some of the [NACE career-readiness competencies](#) practiced in this course include:

- **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.

### How this course fits

This course meets many curricular requirements at PSU. It is a . . .

- University Studies second-year general education course and the gateway to the Community Studies upper-division cluster (UNST [program](#) and [cluster](#) goals)
- Writing-Intensive Course ([WIC](#) learning goals)
- domestic Race and Ethnic Studies Course ([RESR](#) goals) taught outside the School of Gender, Race, and Nations ([SGRN](#))
- a required course for the major in Community Urban Studies and Planning (CUSP)

## Course materials

We will read/watch/view a variety of materials, but will use one textbook as our core intellectual “home.” It’s a free e-book, and you can either read in through a web browser or in PDF format.



Ounjian, J. (Ed.). (2023). *Sociology of race and ethnicity: A remix*. LibreTexts.

[https://socialsci.libretexts.org/Courses/Contra\\_Costa\\_College/Sociology\\_of\\_Race\\_and\\_Ethnicity](https://socialsci.libretexts.org/Courses/Contra_Costa_College/Sociology_of_Race_and_Ethnicity).

**You will need to acquire one book for our memoir/book group work.** This book can be purchased, taken from the library; borrowed, etc. More information will be provided in class on your selection. (In general, the books cost less than \$15.)

## ASSIGNMENTS AND EVALUATION

The course grading system is designed to support student success and reward participation. There are extra points built in and more points available at the end of term so that people can catch up if they fall behind.

**If you show up and stay in good communication with the instructor, it will be difficult to fail the class.**

	points	
<p><i>Engagement with the class and community (“participation”)</i></p> <p>Main session attendance and timeliness: 1 point per session x seventeen = 17 points (2 points of “freebies” for missing class/being late/leaving early)</p> <p>Mentor session: 1 point per session x eight = 8 points (one “freebie” point)</p> <p>“Artifact” presentation: .5 points</p> <p>Participation in campus event: 2 points</p> <p>Quality points (engagement in activities, professionalism etc.): 5 points</p>	32.5	
<p><i>Engagement with readings (“reading responses”)</i></p> <p>Weekly reading response: 2 points x eight = 16 point (one freebie)</p> <p>Integrated paper draft: 3 points</p> <p>Integrated paper peer review: 1 point</p> <p>Integrated paper revised: 8 points</p>	28	
<p><i>Book groups</i></p> <p>Capsule book review (solo assn.): 3 points</p> <p>Weekly “role” post: 1.5 point x four = 6 points (one freebie)</p> <p>Quality points (creative engagement, unique perspectives and depth): 3 points</p>	12	
<p><i>Demographic analysis</i></p> <p>Maps summary: 3 points</p> <p>Maps peer review: 1 point</p> <p>Revised analysis: 10 points</p>	14	
<p><i>Reflective writing</i></p> <p>Midterm self-assessment: 4 points</p> <p>Final self-assessment (a.k.a. “exam”): 10 points</p>	14	
<b>TOTAL POINTS:</b>		<b>100.5</b>

To earn additional points, you can also:

	<b>points</b>
<i>Skip your freebies:</i> Attend all classes and mentor sessions and be on time: 3 points Do reading every week: 2 points Never miss a book group role: 1.5 points	6.5 points available
<i>Optional activities:</i> Try out a wide variety of campus services (most offer remote appointments), participate in student activities, participate in community events related to the course content! Activities must be approved in advance, see spreadsheet on Google Drive.	maximum 5 points

### Expectations for assignments<sup>1</sup>

A general rubric for student work:

- A** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.
- B** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.
- C** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- D** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a high grade, but they don't guarantee one. Through your work, you earn points; I do not start from 100% and "dock" you for shortcomings. I evaluate what you turn in, not what you are capable of. Your grades do not define you, and your overall engagement is far more important to your career than your GPA!

### Points system

The minimum final course grade you will get is based on the number of *TOTAL POINTS ACCUMULATED* (i.e., not a percentage):

Points	<60	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

### Overview of assignments and activities—detailed assn. instructions to be provided

#### *Engagement with classroom and community (participation)*

There are many ways to engage with your peers. Showing up, listening, and asking good questions in the most obvious. Helpful and courteous communication is another. You will also choose one new-to-you community event to participate in.

#### *Engagement with readings*

You will write short, low-key responses (a couple of paragraphs, some errors are fine) to questions about the week's assigned written and audiovisual materials.

<sup>1</sup> Adapted from Lisa K. Bates, Professor of Black Studies at PSU

*Demographic analysis*

You will use online tools to practice interpreting Census data and communicating your findings.

*Book group*

You will read a memoir whose author reflects on identity and community and do two kinds of assignments: discussing the book in a weekly reading group where you are assigned a specific role, and doing two solo writing assignments (a “capsule review” of the book earlier in the term and then a longer essay that discusses the book in relation to course themes).

*Reflective writing*

For your midterm and final assignments, you will write reflective essays about your engagement and growth as it relates to the course and its themes. What you share will help the instructor evaluate your other contributions more holistically. The midterm will be shorter than the final, which should be well thought-out and have a high level of polish.

*Integrative essay*

An essay that connects your memoir to the other materials in the course.

## UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS (SAME FOR ALL COURSES)

**Academic integrity**

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

*Dr. McGrath’s take*

Please be mindful of academic standards, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center is available to support you as you learn appropriate practices of scholarship and attribution. You can also post to Canvas or come to office hours for help. Instead of being freaked out that you are going to plagiarize by accident, ask for help! **I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

*Turnitin*

Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detecting unoriginal writing, including plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting

unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

### *Sharing course materials*

It is unacceptable to copy or share course materials, text, or images from/of your classmates or the instructor in any space outside of this course. This includes social media and commercial websites such as Course Hero or Chegg. Recording and photography are not permitted in the classroom without prior consent of the instructor and/or documentation by the DRC.

### *Artificial intelligence tools<sup>2</sup>*

Using computers to check your spelling or grammar, draft a citation or reference list, or read an essay aloud is an amazing feature of modern life that can help you clarify your skills or understanding. It is acceptable to use these tools to verify or deepen your understanding, but never forget to proofread and review the work that the software has done.

**Using generative AI tools to write essays or e-mails, summarize readings, etc. is not permitted in this course**—because doing so will slow your learning at the synthesis and analysis skills that you are honing.

If we do end up using any AI-based assistance should be treated the same way as collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (in-text citation, reference list at the end of the document, and quotation marks for any verbatim). Tips for avoiding trouble:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

### **Access and inclusion for students with disabilities**

My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. 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](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities. If you already have certified accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

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<sup>2</sup> adapted from David Joyner at Georgia Institute of Technology

### **Sexual misconduct**

Title IX<sup>3</sup> and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. For more information about PSU's expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>.

Please be aware that PSU's policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>.

### **Cultural Resource Centers**

Find social, professional, and academic opportunities at the Multicultural Student Center, La Casa Latina Student Center; Pan African Commons; Pacific Islander, Asian, Asian American Student Center; Middle Eastern, along with North African, South Asian Student Center Initiative; and Native American Student & Community Center.

### **Other resources**

PSU has a Women's Resource Center, Queer Resource Center, Veterans Resource Center, and a Resource Center for Students with Children.

The Dean of Students office has information about assistance with food, housing, legal issues, finances, and more.

### **Problems, concerns, complaints**

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. A helpful rundown of options from the School of Urban Studies and Planning [here](#).

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<sup>3</sup> of the federal Education Amendments of 1972

TENTATIVE COURSE CALENDAR

<i>week/topic</i>	<i>MONDAY</i>	<i>WEDNESDAY</i>	<i>OTHER</i>
<b>1 – Mar. 30<sup>th</sup> Intro</b>		<b>DUE for WED. class time:</b> 1) bring personal artifact 2) read Chapter 1 from Agrawal, R. (2019). <i>Belong: find your people, create community, and live a more connected life.</i> Workman Publishing. <b>[PDF in Google Drive folder]</b>	In mentor session: “getting started” checklist, preferences for the book club  Looking ahead: Start week 2 reading & response!
<b>2 – Apr. 6<sup>th</sup> Studying places</b>	Read/listen/watch BEFORE you do reading response: - CrashCourse. (2020). <i>What is space and how do we study it? Crash Course Geography #3</i> [10 min. video]. <a href="https://youtu.be/mtq2PG67w4E">https://youtu.be/mtq2PG67w4E</a> - Flores, C., Yanke, E., & Crenshaw, M. (2022). Episode one: Setting the scene [Audio podcast] In <i>It did happen here</i> . <a href="https://www.itdidhappenherepodcast.com/">https://www.itdidhappenherepodcast.com/</a> ⇒ read the show notes and listen to the podcast <u>or</u> read transcript  <b>DUE 9am: reading response 2 – about WEEK 2 READINGS</b>		Start planning which PSU event to attend in week 2-4 (prior to mid-term self-assessment).  Obtain your book group book!
<b>3 – Apr. 13<sup>th</sup> Boundaries</b>	Read: Section 1.1 of textbook, on sociology of ethnic studies (Ounjian)  Choose the visual story <b>OR</b> the documentary (same topic) from Choi, A., Herbert, K., Winslow, O., & Browne, A. (2019). Long Island Divided Project - Visual story: <a href="https://projects.newsday.com/long-island/real-estate-agents-investigation/">https://projects.newsday.com/long-island/real-estate-agents-investigation/</a> - Documentary (40 min.): embedded in URL above, or <a href="https://youtu.be/wqN-D3f49fE">https://youtu.be/wqN-D3f49fE</a>  <b>DUE 9am: reading response 3</b>		<b>DUE Fri. 9am: capsule book review</b> Book groups start next week – be sure to understand your role & do your reading!  Attend community event?
<b>4 – Apr. 20<sup>th</sup> Belonging</b>	Read: - Section 4.1 of textbook, on socialization and culture - PBS Origins. (2024, Aug. 20). <i>Who can identify as a Native American?</i> [11 min. video]. YouTube. <a href="https://youtu.be/ZBQPks1zb3A">https://youtu.be/ZBQPks1zb3A</a> - ABC News. (2021, Oct. 15). <i>Some Latinos face community criticism over Spanish skills</i> [6 min. video]. YouTube. <a href="https://youtu.be/4Y9G3fW27vM">https://youtu.be/4Y9G3fW27vM</a>  <b>DUE 9am: reading response 4</b>	Read: 1st chunk of your book ( <b>book group meeting A in class</b> )  <b>DUE 9am: Book group A role</b>	Attend community event?

<i>week/topic</i>	<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>OTHER</b>
<b>5 – Apr. 27<sup>th</sup></b> <b>Dis- placement</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>- Semuels, A. (2016). The racist history of Portland, the Whitest city in America. <i>Atlantic</i>. <b>[PDF on Google Drive]</b></li> <li>- Adelman, L. (2003). Affirmative action for Whites: The houses that racism built. <i>SF Gate</i>. <a href="https://www.sfgate.com/opinion/article/REAL-LIFE-Affirmative-Action-for-Whites-The-2605633.php">https://www.sfgate.com/opinion/article/REAL-LIFE-Affirmative-Action-for-Whites-The-2605633.php</a></li> <li>- Dropout. <i>The disturbing history of the suburbs</i>. YouTube. <a href="https://youtu.be/ETR9qrVS17g">https://youtu.be/ETR9qrVS17g</a></li> <li>- PBS Origins. Native American reservations, explained. <i>YouTube</i>. <a href="https://youtu.be/yIjnxwi79hc">https://youtu.be/yIjnxwi79hc</a></li> </ul> <p><b>DUE 9am: reading response 5, last chance to report community event attendance</b></p>	<p><i>Read:</i> 2nd chunk of your book (book group meeting B in class)</p> <p><b>DUE 9am: Book group B role</b></p>	<p><b>DUE Fri. 9am: Midterm self-assessment</b> (about attending community event etc.)</p>
<b>6 – May 4<sup>th</sup></b> <b>Demo- graphics</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>- Chalabi, M. (2020). How the US Census misses people of color – and why it’s so harmful. <i>The Guardian Datablog</i>. <a href="https://www.theguardian.com/us-news/datablog/2020/feb/27/2020-us-census-black-people-mistakes-count">https://www.theguardian.com/us-news/datablog/2020/feb/27/2020-us-census-black-people-mistakes-count</a></li> <li>- Ritoper, S. (2020). Queering the census: What's at stake for LGBTQ+ communities as the clock winds down? <i>LAist</i>. <a href="https://laist.com/news/queering-the-census-2020-lgbtq-response-outreach-services-funding-deadline">https://laist.com/news/queering-the-census-2020-lgbtq-response-outreach-services-funding-deadline</a> [.docx version on Google Drive]</li> <li>- Porter, J. M., Bradford, Z., &amp; Le, L. (2025). The urgent need for data equity, justice, and sovereignty. <i>Stanford Social Impact Review</i>. <a href="https://ssir.org/articles/entry/data-justice-equity-sovereignty">https://ssir.org/articles/entry/data-justice-equity-sovereignty</a></li> <li>- Zraick, K., McCann, A., Almkhtar, S., Parshina-Kottas, Y., &amp; Gebeloff, R. (2024). No box to check: When the census doesn’t reflect you. <i>New York Times</i>.** <a href="https://www.nytimes.com/interactive/2024/02/25/us/census-race-ethnicity-middle-east-north-africa.html">https://www.nytimes.com/interactive/2024/02/25/us/census-race-ethnicity-middle-east-north-africa.html</a> [.docx version on Google Drive – make sure you see the pictures]</li> </ul> <p><b>DUE 9am: reading response 6</b></p>	<p><i>Read:</i> 3rd chunk of your book</p> <p><b>DUE 9am: Book group C role</b></p>	<p><b>DUE Fri. 9am: Demographic analysis maps summary [first draft of demog analysis]</b></p>
<b>7 – May 11<sup>th</sup></b> <b>Community restoration</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>- check out Jeffrey Yoo Warren’s “Lost Enclaves” project:</li> <li>□ read the website text at: <a href="https://artsandculture.google.com/story/jeffrey-yoo-warren-seeing-lost-enclaves-national-trust-for-historic-preservation/twWx-XP3fx3HCg">https://artsandculture.google.com/story/jeffrey-yoo-warren-seeing-lost-enclaves-national-trust-for-historic-preservation/twWx-XP3fx3HCg</a></li> <li>□ watch his “Intro” and “Seeing Lost Enclaves” videos and any other videos/links that interest you (at site above)</li> </ul>	<p><i>Read:</i> 4<sup>th</sup> chunk of your book</p> <p><b>DUE 9am: Book group D role</b></p>	<p><b>DUE Fri. 9am: Revised demographic analysis</b></p>

<i>week/topic</i>	<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>OTHER</b>
	<input type="checkbox"/> watch his video “Portland, Oregon: Chinese Vegetable Gardens, c1901” <a href="https://youtu.be/mwyfpNu9a4s">https://youtu.be/mwyfpNu9a4s</a> - listen to interview: Cornish, A. (2021). Maya Cade, creator of The Black Film Archive, on making Black cinema more accessible. <i>NPR</i> . <a href="https://www.npr.org/2021/09/08/1035224899/creator-of-criteria-black-film-archive-on-making-black-cinema-history-accessib">https://www.npr.org/2021/09/08/1035224899/creator-of-criteria-black-film-archive-on-making-black-cinema-history-accessib</a> <input type="checkbox"/> optional: check out the archive: <a href="https://blackfilmarchive.com/">https://blackfilmarchive.com/</a> <b>DUE 9am: reading response 7</b>		
<b>8 – May 18<sup>th</sup></b> <b>Community formation and mobilization</b>	<i>Watch the video OR read the blog entry:</i> - Maddox, T., Joslyn, D., Spade, D., & Giordan, T. M. (2022). <i>The history and politics of mutual aid</i> [13 min. video]. YouTube. <a href="https://youtu.be/wFqOLHsj6nE">https://youtu.be/wFqOLHsj6nE</a> - McHugh, B. (2021). <i>Community care in the AIDS Crisis</i> . JSTOR Daily. <a href="https://daily.jstor.org/community-care-in-the-aids-crisis">https://daily.jstor.org/community-care-in-the-aids-crisis</a> <i>Watch ONE of the following two long videos:</i> - Season 1, Episode 1 of FX Network show <i>Pose</i> [on Hulu, Disney+, Apple TV+, Fandango, and Amazon Prime] - 1990 <a href="#">documentary</a> by Jennie Livingston <i>Paris is Burning</i> [available through PSU library] <b>DUE 9am: reading response 8</b>	<i>Read:</i> last chunk of your book <b>DUE 9am: Book group E role</b> (final meeting!)	<b>DUE Fri. 9am: Integrated book review essay</b>
<b>9 – May 25<sup>th</sup></b> <b>Social mobility</b>	<b>University closed for Memorial Day – no main session Monday, no mentor sessions this week!</b> <i>Read:</i> - Textbook Ch. 2.3: Key Theoretical Concepts: Social Identity and Stratification - McGuire, P. (2020). Risks and costs in the quest for social mobility through higher education. <i>Academe</i> , 106(1). <a href="https://www.aaup.org/academe/issues/106-2/risks-and-costs-quest-social-mobility-through-higher-education">https://www.aaup.org/academe/issues/106-2/risks-and-costs-quest-social-mobility-through-higher-education</a> - Brookings Institution. (2014). <i>Is America dreaming?: Understanding social mobility</i> [4 min. video]. YouTube. <a href="https://youtu.be/t2XFh_tD2RA">https://youtu.be/t2XFh_tD2RA</a> - Kochhar, R. (2024). The state of the American middle class. <i>Pew Research Center</i> . <a href="https://www.pewresearch.org/race-and-ethnicity/2024/05/31/the-state-of-the-american-middle-class">https://www.pewresearch.org/race-and-ethnicity/2024/05/31/the-state-of-the-american-middle-class</a> <input type="checkbox"/> and try out their calculator <a href="#">here</a>	<b>DUE 9am: reading response 9</b> (later deadline because of holiday)	

<i>week/topic</i>	<b>MONDAY</b>	<b>WEDNESDAY</b>	<b>OTHER</b>
<b>10 – June 1<sup>st</sup></b> <b>Synthesis</b>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>- Adams, R. (2022). <i>A love letter to Portland: TEDx Talk</i> [18 min. video]. YouTube. <a href="https://youtu.be/5KLndPkbmzU">https://youtu.be/5KLndPkbmzU</a></li> <li>- Dake, L. (2025). ‘The soul of our city’: Portland’s 1803 fund reveals details for revitalization. <i>Oregon Public Broadcasting</i>. <a href="https://www.opb.org/article/2025/12/02/portland-1803-fund-oregon-knight-albina-riverside">https://www.opb.org/article/2025/12/02/portland-1803-fund-oregon-knight-albina-riverside</a></li> <li>- Altman, L. (2024). Ancient village site is reborn again. <i>Underscore Native News</i>. <a href="https://www.underscore.news/land/ancient-village-site-is-reborn-again">https://www.underscore.news/land/ancient-village-site-is-reborn-again</a></li> </ul> <p><b>DUE 9am: reading response 10</b></p>		<p><b>DUE Fri. 9am:</b> <b>Revised integrated book review essay</b></p> <p><b>Fri. 5pm: last chance for extra credit</b></p>
<b>EXAMS</b>	Final assignment (self-assessment essay) due on Canvas <b>Wed., June 10<sup>th</sup> at 1pm. NO GRACE PERIOD!</b>		

### Attribution

This syllabus is based on course development by Norene Hough, PSU Senior Instructor, and adapted with great appreciation for her work!